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ABSTRACT

Because of the high incidence of structural similarity between Jamaican Creole and Standard English, many of the important differences between the two languages can be obscured. This fact and that of negative attitudes towards Creole are the principal problems encountered in teaching Creole. The lessons in this course on Jamaican Creole are based on the variety spoken by rural or working-class people. The basic component of the course is the cycle, which consists of two phases. In the "M" phase of each cycle, students mimic the teacher's pronunciation, manipulate grammatical elements, and learn the meanings of words and sentences and memorize them. The "C" phase concentrates on connected discourse and communication. Cycles 1-20 deal with significant phonological correspondences between Jamaican Creole and English, while cycles 21-29 concentrate on the meaning and use of particular lexical items. Intonation is handled in cycles 29-40, and grammar in cycles 41-70. Cycles 71-126 include the expansion of vocabulary, story telling and story reading, and the singing of Jamaican folk songs. (CLK)

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JAMAICAN CREOLE LANGUAGE COURSE

(For English Speaking Students)

By

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United States Peace Corps

Contract No. PC-25-1501

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U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
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FOREWORD

In producing this culturally authentic and methodologically up-to-date course on the folk-speech of her homeland, Beryl L. Bailey has shown herself to be adventurous as well as capable. For the fact is that attempting to teach an English-based creole language (which is what Jamaican Creole is) to speakers of standard English is technically more difficult and socio-politically much more controversial than teaching any other kind of language to the same learners would be. Her task is technically difficult, because the high incidence of structural similarity between the Jamaican Creole being taught and the English which the learners already know can easily obscure the many important differences which exist between the two languages. And the teaching of Creole can be quite controversial because most Jamaicans still regard it as nothing but badly-spoken English -- a kind of "broken" language whose persistence among lower-class Jamaicans is a national disgrace to be kept hidden from public view. Persons who hold this view (and this includes many who speak Creole themselves) may resent the study or use of Creole by foreigners as a kind of international airing of local dirty laundry.

These two kinds of special difficulty in teaching Jamaican Creole to speakers of English -- structural and attitudinal -- are undoubtedly interrelated; the similarity between the two languages makes it easy for them to be associated with each other to the extent that the less prestigious Creole is judged adversely in terms of the more prestigious standard English. For example, a

Creole phrase like Dem no gaan is likely to be associated with (and condemned as) a "Them no gone" attempt at English, rather than appreciated as the Creole structural and functional equivalent of standard English "They haven't left." In order to offset the likelihood of such unfair judgements of Jamaican Creole, it might be useful to examine the relationship between it and standard English a little more closely.

When the English-speaking American or Briton is first exposed to Jamaican Creole, and its sounds (or spelling, as used in this course) are unfamiliar enough to impede word-recognition, it will probably seem to him to be a completely foreign language. As his ear adjusts to the systematic relationships between Creole and English sounds, however, or as he comes to understand the simple principles of the Creole orthography, the learner will find that the vocabulary of Jamaican Creole is overwhelmingly English in origin and form. Then why, he may wonder, do linguists claim that Jamaican Creole is a separate language? The answer lies in the realm of grammar, by which incidentally, the linguist means the system of patterns which a speaker automatically organizes words into, rather than rules in a book. For, whatever the similarities between the vocabulary of Jamaican Creole and standard English (and even if, to stretch a point, one were to claim that they have the same vocabulary), the two forms of speech have different enough grammatical patterns to make equivalent sentences look strikingly different -- even where the same or similar words are involved. For example, a standard English sentence like "Mr. Charley sells his fish at a high price because he is a thief" becomes A tiif Maas Chaali tiif mek im a sel fi-im fish so dier in an equally natural Jamaican Creole. Now, even if one were to translate the Creole equating verb a by a standard English equivalent "it's" and transcribe all the other Creole words in standard English spellings, It's thief Mast' Charley thief make him a-sell for-him fish so dear, the marked differences in grammar and idiom between Creole and English would still be apparent. It is this grammatical difference, plus the fact that there are real differences in vocabulary (e.g., Creole has nyaam and pikni where English has "to eat" and "child"), which make it almost as unreasonable to consider Creole to be "broken English" as to consider French to be "broken Latin."

Because Creole and English have existed side-by-side in Jamaica for centuries, various conventions for switching from one language to the other or for mixing the two languages have evolved. Consequently, one may hear Jamaicans use, not only the "pure" Creole taught in this course and the Jamaican variety of standard English, but also a number of intermediate stages between these extremes. This kind of variation may seem to confound the concept of two languages, Creole and English, existing side-by-side unless one understands that these intermediate stages are created by a very systematic blending of Creole and English features. For example, the Creole equative verb a may be replaced by iz in an intermediate form of speech, e.g. Iz mi tel im so for A mi tel im so "I was the one who told him so." Although the intermediate stage thus produced is more English-like in form, it is still quite Creole in its grammar since the iz functions like Creole a, not like English "is" or even "it's." Both Louise Bennett's poems and the Leandro cartoons utilize such intermediate forms of speech.

Since the structural characteristics of the "pure" Creole taught in this course underlie and account for most of the non-English features of all intermediate stages between it and standard English, and since "pure" Creole would be the most difficult form of speech for the foreigner to decipher for himself, it has been kept relatively free of Englishisms, except where other texts have been reproduced. Even in those cases, a more characteristically Creole version has also been given.

Finally, a word of caution is in order. Because of the negative view which many Jamaicans hold toward Creole, the foreign learner would be cautious about using it to strangers until he ascertains their feelings on the matter. Some Jamaicans may be delighted by the foreigner's interest in the language, while others may feel that he is "talking down" to them. In general, one is safest using Creole with persons of the same sex, and the same age or younger. At the same time, one is generally free to quote Creole proverbs, stories, jokes, poems, etc. to anyone at any time, since these uses lack a personal association with the listener. But as personal friendships grow, the gradually increased use of Creole may become a bond cementing relationships with even very reserved Jamaicans. And for those learners who end up teaching or assisting in Jamaican schools, the knowledge of Creole gained from this course will not only help in understanding the children's out-of-school speech, but it will also help in diagnosing these children's "mistakes" in attempting to speak or write standard English.

Although the linguistic difference between Jamaican Creole and standard English has traditionally served as both a functional and symbolic barrier between Jamaican and non-Jamaican, recognized in the Creole saying Bakra taak fi-im taak, niega taak fi-im taak "The white man and the black man each speaks his own language", it is to be hoped that Beryl Bailey's Jamaican Creole Language Course will create a new and understanding breed of bakra who will overcome that barrier by their ability to speak both.

William A. Stewart

Washington, D. C.
May 1, 1968

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JAMAICAN CREOLE LANGUAGE COURSE

For English-Speaking Students

Introduction

The official language of Jamaica is English; it is the language of government, of formal education, and of publication and broadcasting. Official Jamaican English (or, to choose a better term, Jamaican standard English) is not very different from the standard English of other lands which are or have been part of the British Empire. As written, Jamaican standard English follows British usage rather closely -- a fact which Americans will note in such spellings as centre, colour, colonise, etc. As spoken by educated persons, Jamaican standard English asserts somewhat more individuality in the form of a pleasing island accent which at times may remind the American hearer of an Irish brogue.

While Jamaican standard English is (at least at its best) quite proper and at times even elegant, it is nevertheless a fact of Jamaican life that standard English is spoken as a matter of course by only a relatively small segment of the island's population. Among the country folk (and it must be remembered that most Jamaicans are rural and poor) and to a certain extent even among the working-class residents of Jamaica's cities and towns, another kind of speech is used which, although it resembles Jamaican standard English somewhat in its vocabulary, is nevertheless different enough from English in its grammatical structure to be classified by linguists as a distinct language. It is this Jamaican folk-speech, called Jamaican Creole by linguists, which is taught in the present course.[1]

With the exception of the linguistically sophisticated, native Jamaicans do not refer to their folk language as a creole. They regularly use such terms as dialect or patois and, less frequently, broken language or bad talking. (The term pidgin which is popularly used for similar forms of English spoken in Hawaii, Melanesia and West Africa, is not heard in Jamaica). But all these terms bear heavy negative connotations, and linguists have therefore preferred to use Creole, since it is a designation which is free from such implications, and at the same time clearly indicates the specific class of languages to which it belongs.

Many Jamaicans are bilingual in the sense that they know both Standard Jamaican English and Jamaican Creole. For those in the lowest strata of society, the Creole is the dominant mode, while English is a second language which they may understand, but cannot speak. At the highest levels, on the other hand, are the standard speakers who understand the Creole, but either cannot or will not speak it. Between the two extremes are varying degrees of dominance in one language or the other. It is in this level of society that one usually finds truly bilingual individuals who speak both languages equally well. For these people - mostly school teachers, civil servants, journalists, and other members of the middle class -- the situations in which the use of the one or the other is felt to be appropriate are clearly discriminated.

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[1] This course, in the sense that it represents a conviction that Jamaican Creole can and should be taught to foreigners, is an expansion of the author's earlier Peace Corps manual, A Language Guide to Jamaica (New York: Research Institute for the Study of Man, 1962).

Nevertheless, the attitude of this last group toward the Creole has been marked by a syndrome of ambivalence. Because Creole speech serves as one social denominator in their rigorously stratified society, there are few educated Jamaicans who will admit that they speak it, and the unsuspecting visitor may well find doors closed to him, unless he approaches the question of the dialect with some caution.[2] This middle class divides into two groups; those committed to the task of eradicating the Creole completely, and those who, prompted by the consciousness of an independent culture, seek to encourage its use in drama, poetry, and folk literature. The former, for sheer weight of numbers, are the more vocal group, remaining doggedly opposed to any acceptance of the dialect. The latter regard themselves as the more enlightened, but have, however, been reluctant to take the daring step of submitting the language to precise analytical study.

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[2] One is reminded of the preparatory school principal who insisted: "I don't know it, and I wouldn't want to know that I knew it, either".

Wherever Jamaicans have migrated they have taken the Creole with them, and today large pockets of Jamaican Creole speakers are to be found in Panama, Costa Rica, and British Honduras. In these places the language has naturally undergone changes which give to each a particular local flavor, but basically they are all varieties of Jamaican Creole.

Americans who are acquainted with the Gullah or Geechee dialect spoken in the sea islands off the coast of Georgia and South Carolina will be struck by the amazing similarity which Jamaican Creole bears to it. The records have turned up little evidence of much physical contact between the two groups of speakers in the New World, and linguists are now generally agreed that the two languages are similar because they are the offshoots of a single ancestral pidgin or creole English spoken by African natives and European traders in West Africa, before the traffic in slaves was brought to a halt in the early nineteenth century. This viewpoint is supported by the presence in Africa today of such creole English languages as the Cameroons Creole and the Krio of Sierra Leone. These also bear strong resemblances to both Gullah and Jamaican Creole.

Cognizance must be taken of the fact that in the presence of strangers or highly respected persons most Creole speakers will switch to a form of speech which is their idea of the standard.

The student should therefore learn to manipulate more than one variety. Additional information on the language may be obtained by consulting:

1. Bailey, Beryl L. *Jamaican Creole Syntax*, Cambridge Univ. Press, 1966.

2. Bennett, Louise *Miss Lulu Sez, Kingston*, 1948

3. ______________ *Anancy Stories and Dialect Verse*, 1957

4. ______________ *Jamaica Labrish*, Sangster's Book Stores, Jamaica 1966.

5. Cassidy, Frederic G. *Jamaica Talk*, Macmillan, 1961.

6. _____ & LePage, Robert B. *Dictionary of Jamaican English, Cambridge Univ. Press, 1967.*

7. Jekyll, Walter *Jamaican Song and Story*, Dover Publications, New York, 1966.

8. Murray, Tom *Folk Songs of Jamaica*, Oxford Univ. Press, 1953.

9. Sherlock, Philip M. *Anansi, The Spider Man*, Macmillan, London, 1966.

10. Sibley, Inez K. *Quashie's Reflections; in Jamaican Creole, Kingston, Bolivar Press, 1968.*

The lessons in this course are based primarily on the form of Creole spoken at the very lowest rung of the Jamaican social ladder, but an attempt is made to introduce some of the variations found at other levels as well.

TO THE TEACHER

This course follows the 'microwave' style of language organization devised by Earl W. Stevick, and used in the Basic Course Series of the Foreign Service Institute of the Department of State. The basic component is the 'cycle', consisting of two phase: an 'M' phase, in which new material is introduced, and a 'C' phase in which that material is used for communication.

Stevick envisioned the 'M' phase as that in which the student would mimic pronunciation, manipulate grammatical elements, learn the meanings of words and sentences, and memorize them; while in the 'C' phase the student should concentrate on connected conversation and communication. In this course, the latter phase has been expanded to include choral activity in both verse and calypso.

THE CYCLE

'M' Phase:

1. Mimicry of the teacher's pronunciation.
    a. Say each sentence aloud, and have students mimic you. Be sure the intonation pattern and pronunciation are exactly as you hear them on the tape. Intonation contours are very meaningful in Jamaican Creole; so have the students mimic you until he gets the correct pattern.
    When all the students can say all the words and sentences well, then they are ready to learn the meanings.
2. Meanings of the sentences.
    a. Have the students repeat a whole sentence after you. Then give them the English, and have them give the Jamaican Creole.
    For Example:

T: We yu de?
S: We yu de?

T: Where are you?

S: We yu de?

b. Give sentences at random in either English or Jamaican Creole. Have the students translate into the other language. Do this only long enough so that you are sure the students know the meanings of the Jamaican Creole sentences.

When all students know the meanings, proceed to the manipulation of the grammatical structures.

3. Manipulation of the structures. Give the students a key word from the left hand column. The students reply with the corresponding complete sentence. For Example:

T: Si mi ya. here am I.
S: Si mi ya.

T: Mi hat.
S: Si mi hat ya. here is my hat.

T: Jan.
S: Si Jan ya. here is John.

When the students can perform all of the activities outlined above, they are ready for the C phase.

'C' Phase:

1. Conversation using sentences in the 'M' phase.

a. Take the part of the first speaker in the conversation, and have students take turns as the second speaker.

b. Let students take both parts in the conversation.

It is important in this phase to talk about people, places, and things that are real, and that are of interest to the students. Students are encouraged to introduce new vocabulary, if necessary. As soon as all students can converse easily, proceed to either choral activity or calypso singing as indicated in the given cycle.

2. Choral Activity:

a. Read the proverb or verse aloud, and give a short explanation.

b. Have students read in chorus with you.

The use of the proverbs in appropriate situations both in and out of class must be encouraged.

3. Calypso Singing:

a. Students listen and tap rhythm as the recording of the folk song is played.

b. They join in as instructed.

TO THE STUDENT

In the first 20 Cycles of this course you are taught some of the significant phonological correspondences between Jamaican Creole and English. Seventeen cycles concentrate on the checked vowels at the end of monosyllabic words. This never occurs in English. Because these words play an important functional role in the language, you must learn to hear and articulate them. Examples are: du 'do', go 'go', no 'no', se 'say', and tu 'too', all with shortened final vowels replacing the lengthened or diphthongized English one.

In Cycles 29 - 40 you will learn to differentiate twelve intonational types. Since intonation plays an even more crucial role in JC than it does in English, it is important that you learn to make these distinctions. In Cycle 35, for example, you learn to discriminate the patterns which will give a phrase such as im no gaan one of two meanings:

a. He has not gone.
b. He has gone.

and which conversely give the two phrases im no gaan and im gaan the identical meaning of "He has gone".

In Cycles 41 - 70 the core of the grammar is taught, and new sentence patterns are introduced. The remaining 56 cycles concentrate on the expansion of vocabulary, story telling, story reading, and the singing of Jamaican folk songs.

Because much of the basic vocabulary of Jamaican Creole is similar to that of English, it has not been deemed necessary to spend too much time in the early lessons on teaching new vocabulary. You proceed, and as you learn the poems and songs, a corpus of new words is automatically being learned.

Note On The Orthography

The spelling used in the M-phase of the lessons is the regularized "phonetic" spelling used by Frederic G. Cassidy in Jamaica Talk. In the poems given in the C - Section the literary conventional spelling used by the author is retained. It must be borne in mind that this has been done solely for convenience. Miss Bennett's spelling is not scientific, and hence can be accurately read only by someone with prior knowledge of the Creole. It has the advantage, however, of being closer to the English spelling, and so helps the reader to understand the poems. For the convenience of the reader the poems are presented in both orthographies, with Miss Bennett's in the left column and the Cassidy orthography in the right column or on a following page.

CYCLE 1

M - 1

a. Repeat each utterance after the instructor.

b. Give the sentence that includes the cue word(s) which the instructor will give you.

c. Memorize the meaning of each sentence.

	Maanin, sa.		Good-morning, sir.
	Maanin, ma.		Good-morning, mam.
	Maanin, hou yu du?		Good-morning, how are you?
[illegible]	Hou yu muma du?	(your mother)	How is your mother?
yu pupa	Hou yu pupa du?	(your father)	How is your father?
yu breda	Hou yu breda du?	(your brother)	How is your brother?
unu	Hou unu du?	(you all)	How are you all?
Bra Jaaj	Hou Bra Jaaj du?	(Brother George)	How is Brother George?
dem	Hou dem du?	(they)	How are they?
im	Hou im du?	(he/she)	How is he/she?

M - 2

a. Repeat the utterance given by your instructor.

b. Give the Jamaican Creole (JC) or English translation (as required) of the utterance given by the instructor.

A. Suoso, hou yu du?	So-so, how are you?
Mi haati, hou yu du?	I am fine. How are you?

T: How is your mother?

S: Hou yu muma du?

T: Hou unu du?

S: How are you all?

M - 3

a. Repeat the utterance given by your instructer.

b. Insert the key word in the pattern.

T: Hou yu du?	(Pattern for reply)	T: Mi suoso, hou yu du?
T: Hou yu muma du?	(fi-yu muma)	S: Im suoso. Hou fi-yu muma du?
T: Hou yu pupa du?	(fi-yu pupa)	S: Im suoso. Hou fi-yu pupa du?
T: Hou yu grani du?	(fi-yu grani)	S: Im suoso. Hou fi-yu grani du?
T: Hou yu pikni-dem du?	(fi-yu pikni-dem)	S: Dem suoso. Hou fi-yu pikni-dem du?

Ask the questions above of each other and of the instructor. Be sure intonation is correct. Substitute words Puoko-puoko and haati for suoso.

C - 2

Below is the first stanza of a dialect poem by Louise Bennett. Your instructor will read it to you, and explain its meaning.

Read in chorus concentrating on correct pronunciation and intonation.

Donkey tink him cub a race-horse,	Dangki tingk him kob a ries-haas
John crow tink him pickney wite,	Jangkro tingk him pikni wait,
Doah teacha mark John sums dem wrong	Duo tiicha maak Jan soms dem rang
Him mumma swear dem right!	Him muma swier dem rait.

CYCLE 2

We/"Where"

M - 1

yu	We yu de?	Where are you?
unu	We unu de?	Where are you all?
yu muma	We yu muma de?	Where is your mother?
yu pupa	We yu pupa de?	Where is your father?
Mi	We mi de?	Where am I?
im	We im de?	Where is he?
mi	Si mi ya.	Here am I.
im	Si im ya.	Here he is.
mi muma	Si mi muma ya.	Here is my mother.
mi breda	Si mi breda ya.	Here is my brother.
wi	Si wi ya.	Here we are.

M - 2

a. Repeat the formula given by the instructor.

b. Give the JC or English translation of the utterances given by your instructor.

T: We yu de?

S: Where are you?

T: Where is your mother?

S: We yu muma de?

T: Where is your father?

S: We yu pupa de?

Do the same with the following.

T: Si mi breda ya.
S: Here is my brother.
T: Here we are.
S: Si wi ya.

M - 3

a. Your instructor will give you the formula for a question and answer.

b. Give the appropriate answer to the questions asked, using the suggested key word.

T: We yu de?	(Pattern for reply)	Si mi ya.
T: We yu muma de?	(ya)/here	Si mi muma ya.
T: We yu pupa de?	(de)/there	Si mi pupa de.
T: We unu de?	(uoba yaso)/over here	Si wi uoba yaso.
T: We di pikni-dem de?	(uoba deso)/over there	Si dem uoba deso.
T: We Tiicha de?	(uoba deso)	Si Tiicha uoba deso.

C - 1

You are now ready for a short conversation using what you learned in the first two lessons. Your instructor will begin the conversation, and you should respond appropriately. Then converse with each other.

C - 2

Repeat in chorus the poem learned in Cycle 1.

CYCLE 3

Wa (we)/"What"

M - 1

yu	Wa yu niem?	you	What is your name?
im	Wa im niem?	he/she	What is his/her name?
yu muma	We yu muma niem?	your mother	What is your mother's name?
di Tiicha	Wa di Tiicha niem?	the Teacher	What is the Teacher's name?
di biebi	We di biebi niem?	the baby	What is the baby's name?
di pikni-dem	Wa di pikni-dem niem?	the children	What are the children's names?
disya trii	Wa disya trii niem?	this tree	What is the name of this tree?

M - 2

Proceed as in Cycle 2.

T: Wa yu niem?

S: What's your name?

T: What's the teacher's name

S: Wa di tiicha niem?

T: Wa unu niem?

S: What are your names?

T: What's your brother's name?

S: Wa yu breda niem?

M - 3

Proceed as before, first repeating the utterance given by your instructor, and then inserting the key word appropriately.

T: Wa yu niem?	(Pattern for reply)	T: Mi niem Jaaj.
T: Wa yu muma niem?	(Jien)	S: Mi muma niem Jien.
T: Wa di biebi niem?	(Ruut)	S: Di biebi niem Ruut.
T: Wa fi-yu tiicha niem?	(Misa Gaadn)	S: Im niem Misa Gaadn.
T: Wa yu breda niem?	(Jan)	S: Im niem Jan.

In this formula the word "niem" is not a noun but a verb. The sentence wa yu niem is literally in English "What (do) you name?" and "Mi niem Jan" is literally "I name John".

C - 1

Follow your instructor's lead in this conversation. You should use as many words and sentences as you can. Then converse with each other.

C - 3

Listen to the song Chi-chi Bod which you will hear on the tape. The refrain in which you join is: Som a dem a hala; som a baal. Some of them are crying; Some are bawling.

CYCLE 4

Du/"Do"

M - 1

Wa yu da du?	you	What are you doing?
Wa im da du?	he/she	What is he/she doing?
Wa dem da du?	they	What are they doing?
Wa yu pupa da du?	your father	What is your father doing?
Wa di pikni-dem da du?	the children	What are the children doing?
Wa yu sista da du?	your sister	What is your sister doing?
Wa paasn da du?	parson (the preacher)	What is the preacher doing?

M - 2

Give the English or Jamaican Creole expression for the one given by your instructor.

T: What is John doing?
S: Wa Jan a du?

T: Wa yu a du?
S: What are you doing?

T: Wa yu breda a du?
S: What is your brother doing?

T: What are you all doing?
S: Wa unu a du?

M - 3

As before, your instructor will ask a question, give you the formula for the answer, and suggest possible key words.

T: Wa yu a du?	(Pattern for reply)	T: Mi a plaan kaan.
T: Wa Jan a du?	(plaan kaan/plant corn)	S: Im a plaan kaan.
T: Wa unu a du?	(plaan kaan/plant corn)	S: Wi a plaan kaan.
T: Wa yu a du?	(bied di biebi/ bathe the baby)	S: Mi a bied di biebi.
T: Wa yu a du?	(ton di pat/stirring the pot)	S: Mi a ton di pat.
T: Wa yu muma a du?	(wash doun a riba/ washing down at the river)	S: Im a wash doun a riba.

T: Wa Tiicha a du?	(rait wan leta/ writing a letter)	S: Im a rait wan leta.
T: Wa yu sista a du?	(sel yam a maakit/ selling yams in the market)	S: Im a sel yam a maakit.

C - 1

Proceed as before in this phase, incorporating as many of the patterns learned as possible.

C - 2

You have already learned two Jamaican proverbs, both having the same meaning. They are:

1. Dangki tingk im kob a ries haas.
The donkey thinks his foal is (as fleet as) a race horse.

AND

2. Jangkro tingk im pikni wait.
The John Crow (buzzard) thinks its young one is white.

You have been given one illustration of a situation in which these proverbs apply. Can you think of others? Practice their use in the coming weeks.

CYCLE 5

Se/"Say"

M - 1

Wa yu se?	What did you say?
Wa yu daata se?	What did your daughter say?
Wa Anji se?	What did Angie say?
Wa Dakta se?	What did the Doctor say?
Wa unu se?	What did you all say?
Wa yu pupa se?	What did your father say?

M - 2

T: What did your mother say?	S: Wa yu muma se?
T: Wa dem se?	S: What did they say?
T: Wa Paasn se?	S: What did the Parson say?
T: What did the child say?	S: Wa di pikni se?
T: What did your brother say?	S: Wa yu breda se?

M - 3

T: Wa yu se?	(Pattern for reply)	T: Mi se mi honggri.
T: Wa unu se?	(honggri/hungry)	S: Wi se wi honggri.
T: Wa dem se?	(honggri/hungry)	S: Dem se dem honggri.
T: Wa Jan se?	(im sik/he is sick)	S: Jan se im sik.
T: Wa yu breda se?	(im sik/he is sick)	S: Mi breda se im sik.
T: Wa Tiicha se?	(Jan som-dem rang)	S: Tiicha se Jan som-dem rang.

T: Wa yu pupa se?	(im haati)	S: Im se im haati.
		S: Mi pupa se im haati.
T: Wa yu sista se?	(im suoso)	S: Im se im suoso.
		S: Mi sista se im suoso.

C - 1

The conversation in this lesson should make use of all the question and answer formulae introduced in Cycles 1-5. Continue to give special attention to the checked monosyllable and the intonation patterns.

C - 2

Your instructor will read the second stanza of the poem Sweetie Pie.

Wat day me call a Becky yard	Wat die mi kaal a Beki yaad
As me wasa go pass	Az mi woz a go paas
Mi fine Miss Beck dah cry an sey	Mi fain Mis Bek da krai an se
Her little bredda las'.	Har likl breda laas.

Now answer the questions:

We Mis Bek a du?	Mis Bek a krai.
We Mis Bek se?	Mis Bek se im likl Breda laas.

CYCLE 6

Wa du/"What's the matter with"

M - 1

Wa du yu?	What's the matter with you?
Wa du im?	What's the matter with him/her?
Wa du biebi?	What's the matter with the baby?
Wa du Albot?	What's the matter with Albert?
Wa du dem?	What's the matter with them?

M - 2

T: Wa du yu muma?

S: What's wrong with your mother?

T: What's wrong with Teacher?

S: Wa du Tiicha?

T: Wa yu pupa a du?

S: What is your father doing?

T: Wa du yu pupa?

S: What's wrong with your father?

T: What's wrong with them?

S: Wa du dem?

M - 3

T: Wa du yu?	(Pattern for reply)	T: Mi hed a hat mi, ma/sa.
T: Wa du yu?	(beli)	S: Mi beli a hat mi, ma/sa.
T: Wa du im?	(hed)	S: Im hed a hat im, ma/sa.
T: Wa du Jan?	(beli)	S: Jan/im beli a hat im, ma/sa.
T: Wa du Tiicha?	(fut)	S: Tiicha fut a hat im, ma/sa.

C - 1

Conversation led by a member of the class. Students are encouraged to incorporate concepts from previous lessons. For example:

A. Wa du Jan?
B. Tiicha maak im som-dem rang.
C. Im muma swier dem rait.

C - 2

Your instructor will read the third stanza of Sweetie Pie. Practice reading it aloud.

She say de lickle "heart-trob"	Shi se di likl haart-trab
Hooden go no wey an stay	Hudn go no we an stie
Except him tell him sista dat	Eksep him tel him sista dat
Him gwine fe spen de day.	Him gwain fi spen di die.

In some dialects of JC a /h/ regularly replaces /w/ in initial position. Thus, in place of English "wouldn't" or JC "wudn", you might get /hudn/, here spelled hooden by Louise Bennett.

C - 3

Close the session with singing of Chi-chi Bod, led by a member of the class.

CYCLE 7

Go/'Go'

M - 1

We yu a go?	Where are you going?
We unu a go?	Where are you all going?
We Jan a go?	Where is John going?
We Jan-dem a go?	Where are John and his friends going?
We dem pikni a go?	Where are the children going?
We Miss Beki a go?	Where is Miss Becky going?

M - 2

T: We Jan a go?
S: Where is John going?

T: Where is your mother going?
S: We yu muma a go?

T: Where is your sister going?

S: We yu sista a go?

T: We unu a go?

S: Where are you all going?

M - 3

T: We yu a go?	(Pattern for reply)	T: Mi a go a maakit.
T: We yu a go?	(shap)	S: Mi a go a shap.
T: We dem a go?	(grong/ "field")	S: Dem a go a grong.
T: We Misa Gaadn a go?	(riba)	S: Misa Gaadn a go a riba. S: Im a go a riba.
T: We Chaali a go?	(doun a ruod)	S: Chaali a go doun a ruod. S: Im a go doun a ruod.
T: We di pikni-dem a go?	(kuul/ "school")	S: Di pikni-dem a go a kuul. S: Dem a go a kuul.
T: We yu a go?	(mi yaad/ "my home")	S: Mi a go a mi yaad.

C - 1

Conversation as in previous lessons. Do not exceed 5 minutes.

C - 2

Fourth stanza of Sweetie Pie.

She sure him meet bad accident	Shi shuor him miit bad aksident
She sure him dead an gawn	Shi shuor him ded an gaan
For "Sweetie-Pie" never behave	Faar "Swiiti-Pai" neba bihieb
so rude	so ruud
From him was bawn!	Fram him woz baan!

C - 3

Listen as the song "Jangkro se im kyaan wok pan Sonde" is sung, and try to join in the refrain.

CYCLE 8

No/'Not',Don't'

M - 1

Mi no nuo we fi se.	I don't know what to say.
Mi no nuo we fi du.	I don't know what to do.
Mi no nuo we im de.	I don't know where he/she is.
Mi no nuo we im a go.	I don't know where he/she is going.
Mi no nuo we yu a du.	I don't know what you are doing.
Mi no nuo we im niem.	I don't know what's his/her name.
Mi no nuo wa du Jan.	I don't know what's wrong with John.
Mi no nuo wa Tiicha se.	I don't know what Teacher said.

M - 2

T: Mi no nuo we dem de.

S: I don't know where they are.

T: Mi no nuo we im a go.

S: I don't know where he is going.

T: I don't know what's wrong with the baby.

S: Mi no nuo wa du di biebi.

T: I don't know where Teacher is.

S: Mi no nuo we Tiicha de.

M - 3

T: Yu nuo we Mis Bek de?	(Reply)	T: Ino. Mi no nuo we Mis Bek de.
T: Yu nuo wa du im?		S: Ino. Mi no nuo wa du im.
T: Yu nuo wa fi du?		S: Ino. Mi no nuo wa fi du.
T: Dem nuo wa du yu?		S: Ino. Dem no nuo wa du mi.
T: Im nuo wa yu niem?		S: Ino. Im no nuo wa mi niem.

C - 1

Group conversation.

C - 2

Two more stanzas of Sweetie Pie.

De way the ooman wring her han'	Di wie di uman ring har han
De way she fret an cry,	Di wie shi fret an krai
Me sory fe her so till	Mi sari fi har so tel
Water come a fe me y'eye!	Waata kom a fi mi yai!
Nex day, me go fe se her, an	Neks die, mi go fi si har, an
Her face was full a smile!	Har fies woz ful a smail!
Hear her, "rejoice wid me, me dear	Hier har, "rijais wid mi, mi dier
We fine de darlin' chile!	Wi fain di daalin chail!

C - 3

Practice singing the song Jangkro Se Im Kyaan Wok Pan Sonde.

CYCLE 9

M - 1

Mi hier se yu sik.	'I hear that you are sick'.
Mi nuo se yu kom.	'I know that you have come'.
Mi tel im se mi nuo.	'I told him/her that I knew'.
Jan se im hier se yu gaan.	'John says he has heard that you left'.
Mi nuo se dem a kom.	'I know that they are coming'.
Im no nuo se yu de a yaad.	'He doesn't know that you are at home!.
Mis Bek tink se yu tel mi.	'Miss Beck thinks that you have told me'.

M - 2

T: Mi nuo se im a bied di biebi.

S: I know that he/she is bathing the baby.

T: I hear that they are planting corn.

S: Mi hier se dem a plaan kaan.

T: They think that I am going to the shop.

S: Dem tingk se mi a go a shap.

M - 3

T: Yu tel Tiicha wa mi se?	(Reply)	T: Iing-hing. Mi tel im se yu a kom.
T: Yu hier eniting bout mi breda?	(im sik)	S: Iing-hing. Mi hier se im sik.

T: Wa yu pupa tingk bout di miit?	**(di miit no gud/** **the meat is not good)**	**S: Im tingk se di miit no gud.**

C - 1

Group conversation.

C - 2

Two more stanzas of Sweetie Pie.

Him did go a smaddy yard an	Him did go a smadi yaad an
Drop asleep eena one chair	Drap asliip iina wan chier
De people never have de heart	Di piipl noba hab di haat
Fe wake de lickle dear!	Fi wiek di likl dier!

Same time we hear footstep a run	Siemtaim wi hier futstep a ron
Beck wispa, "him a come"'.	Bek wispa, "him a kom"'.
Me tun fe greet de "lickle heart"	Mi ton fi griit di likl haat
An den me tan up dumb!.	An den mi tanop dom!

C - 3

Close the Cycle with Chi-chi Bod.

CYCLE 10

De/"There"

M - 1

Di buk iin de.	'The book is in there'.
Pupa gaan roun de.	'(My) father has gone round there'.
Di daag gaan aanda de.	'The dog has gone under there'.
Im klaim op de.	'He/she climbed up there'.
Jan sidong de a laaf.	'John sat there laughing'.
Sta Kiet op de a baal.	'Sister Kate is up there crying'.
Di biebi iin de a sliip.	'The baby is in there sleeping'.
Mi breda iin a bush de.	'My brother is there in the bush'.

M - 2

T: The dog has gone in there.
S: Di daag gaan iin de.

T: My father is under there.
S: Pupa aanda de.

T: Sta Kiet roun de.
S: Sister Kate is around there.

T: Di buk aanda de.
S: The book is under there.

M - 3

T: We yu a go?	(Pattern for reply)	T: Mi a go doun de.
T: We Jan gaan?	(op de/up there)	S: Jan gaan op de.
T: We yu breda de?	(roun de/around there)	S: Mi breda de roun de.
T: We Tiicha gaan?	(a ruod de/on the road there)	S: Tiicha gaan a ruod de.
T: We Sta Kiet a go?	(bak de/back there)	S: Sta Kiet a go bak de.
T: We yu muma gaan?	(in de/in there)	S: Mi muma gaan in de.
T: Wa im a du doun de?	(sel fish/sell fish)	S: Im a sel fish doun de.

C - 1

Conversation.

C - 2

Sweetie Pie. (Continued)

Mi did expect one pretty lickle bwoy	Mi did ekspek wan priti likl bwai.
Bout six 'ear ole.	Bout siks ier uol.
Me se one big strong-muscle man	Mi si wan big strang-mosl man
Dah run fe fifty bole!	Da ron fi fifti buol!

De man meck up him face an grunt	Di man mekop him fies an gront
An stretch, an tear him y'eye	An strech, an tier him yai
Me sey "Massie me lawd, a dis	Mi se "Masi mi laad, a dis
Becky call Sweetie-Pie?".	Beki kaal Swiiti Pai?".

But wen me get over de shock,	Bot wen mi get uoba di shak,
Me laugh an sey, "she right,	Mi laaf an se, "shi rait,
Donkey tink him cub a race-horse,	Dangki tingk him kob a ries-haas,
John Crow tink him pickney wite".	Jangkro tingk him pikni wait".

CYCLE . 11

Ya/'Here'

M - 1

Kom ya.	'Come here'.
Mi se yu fi kom ya.	'I say you must come here'.
Mi nuo se im de ya.	'I know that he/she is here'.
Mi si im doun ya yeside.	'I saw him/her down here yesterday'.
Sta Kiet no uoba ya.	'Sister Kate is not over here'.
Tiicha no kech ya yet!*	'Teacher hasn't reached here yet'.
Som a dem iin ya.	'Some of them are here'.
Bra Jaaj no kom roun ya yet.	'Brother George hasn't come (around here) yet'.

* Kech is the JC form of English 'catch', here used to mean 'reach'.

M - 2

T: Mi se yu fi kom ya.

S: I say you must come here.

T: I saw her down here yesterday.

S: Mi si im doun ya yeside.

T: She hasn't come around here yet.

S: Im no kom roun ya yet.

T: Tiicha no kech ya yet.

S: Teacher hasn't reached here yet.

M - 3

T: We yu de?	(Pattern for reply)	T: Mi de ina ruum ya.
T: We Sta Kiet de?	(op ya/up here)	S: Sta Kiet de op ya.
T: We Jan de?	(roun ya/around here)	S: Jan de roun ya.
T: We Bra Jaaj de?	(op a ruod ya/up on the road here)	S: Bra Jaaj de op a ruod ya.
T: We di daag de?	(aanda tiebl ya/under the table here)	S: Di daag de aanda tiebl ya.
T: We di pikni-dem de?	(iina skuul ya/in the school here)	S: Di pikni-dem iina skuul ya.
T: We dem de?	(iin ya/in here)	S: Dem de iin ya.

C - 1

Conversation.

C - 2

Take turns reading or reciting different stanzas of Sweetie Pie.

CYCLE 12

Si...Ya/'Here is , are'
Si....De/'There is , are'

M - 1

Si yu buk-dem ya.	'Here are your books'.
Si Mis Jien de.	'There is Miss Jane'.
Si Kozn Kyari an Tata Juo de.	'There are Cousin Carrie and Father Joe'.
Si wan neks wan ya.	'Here is another one'.
Si di tara wan de.	'There is the other (one)'.
Si di tikit ya, sa.	'Here is the ticket, sir'.

M - 2

T: Si di biebi ya.

S: Here is the baby.

T: Here are Sister Kate and Miss Jane.

S: Si Sta Kiet an Mis Jien ya.

T: There is your father.

S: Si yu pupa de.

T: Si di tara wan de.

S: There is the other one.

CYCLE 12

Si...Ya/'Here is , are'
Si....De/'There is , are'

M - 1

Si yu buk-dem ya.	'Here are your books'.
Si Mis Jien de.	'There is Miss Jane'.
Si Kozn Kyari an Tata Juo de.	'There are Cousin Carrie and Father Joe'.
Si wan neks wan ya.	'Here is another one'.
Si di tara wan de.	'There is the other (one)'.
Si di tikit ya, sa.	'Here is the ticket, sir'.

M - 2

T: Si di biebi ya.

S: Here is the baby.

T: Here are Sister Kate and Miss Jane.

S: Si Sta Kiet an Mis Jien ya.

T: There is your father.

S: Si yu pupa de.

T: Si di tara wan de.

S: There is the other one.

M - 3

T: We Tata Juo de?	(Pattern for reply)	T: Si Tata Juo ya, sa.
T: Wepaat yu tikit de?	(ya)	S: Si mi tikit ya, sa.
T: We Mis Jien-dem de?	(de)	S: Si dem de, sa. S: Si Mis Jien-dem de, sa.
T: We unu de?	(ya)	S: Si wi ya, sa.
T: We di dangki de?	(de)	S: Si di dangki de, sa.

C - 1

Conversation.

C - 2

Your instructor will read the poem C'rismus Ham by Louise Bennett. See how much of it you can understand without assistance of the instructor.

Concentrate in this lesson on the first stanza only.

Aunt Mary, Cousin Rute a bawl	Aant Mieri, Kosn Ruut a baal
Sey she get eena jam,	Se shi get iina jam,
De gal teck fool an play pranks wid	Di gyal tek fuul an plie prangks wid
Her Misses c'rismus ham!	Har Misis krismos ham!

You have already learned a number of phrases with "se" meaning "that" as in mi hier se yu sik. In this stanza we get it in:

Kozn Ruut a baal se shi get iina jam

Note the idiom tek fuul, meaning "to act foolish".

C - 3

Listen to the words and music of Hold Him Joe, and join in the bobbin as directed.

CYCLE 13

We/'Away'

M - 1

Kozn Ruut gaan-we a toun.	'Cousin Ruth has gone away to town'.
Jaaji ron-we gaan a bush.	'Georgie has run away and gone to the bushes'.
Di tiif get-we fram di kaapi.	'The thief got away from the cop'.
Im dash-we aal a mi moni.	'He/she has squandered my money'.
Sam tek fuul dash-we mi moni.	'Sam has foolishly squandered my money'.
Di hous wash-we gaan a goli.	'The house has been washed away into the gully'.
Mieri go-we go tel Tiicha.	'Mary went right off and told Teacher'.
Di trii lim brok-we wid dem.	'The tree limb broke with them (on it)'.

M - 2

T: Di tiif get-we fram di kaapi.

S: The thief got away from the cop.

T: Sam has foolishly squandered my money

S: Sam tek fuul dash-we mi moni.

T: Mary went right off and told Teacher.

S: Mieri go-we go tel Tiicha.

T: Jan ron-we gaan a toun.

S: John has run away to town.

T: The house has been washed away into the gulley.

S: Di hous wash-we gaan a goli.

T: Di trii lim brok-we wid dem.

S: The tree limb broke off with them (on it).

C - 1

Conversation.

C - 2

C'rismus Ham (Cont'd)

Aunt, listen wa Rute do. She teck	Aant, lisn wa Ruut du. Shi tek
De oman big big ham	Di uman big, big ham
An chap up eena pieces, sey	An chap op iina piisiz, se
She tink it cook like yam!	Shi tingk i kuk laik yam!

Eena six li fine-fine piece mah,	Iina siks li fain-fain piis ma,
What a crosses pon de lan!	Wat a kraasiz pan di lan!
Sey she never no' big sinting	Se shi neba nuo big singting
Like a dat can bwile in one!	Laika dat kyan bwail in wan!

Note the use of se again in the first stanza above. Learn the expression "Wat a kraasiz pon di lan", which you will find useful for expressing deep concern over unfortunate events. The abbreviated form "Wat a kraasiz" is also often used.

C - 3

Join in song Hold Him Joe. Members of the group should take turns as bomma.

CYCLE 14

Fi/'For', 'To'

M - 1

Jien gaan a shap fi bai bred.	'Jane has gone to the shop to buy bread'.
Mi sen im op a ruod fi miit di bos.	'I sent him/her up to the road to meet the bus'.
Sta Kiet a kom fi hier labrish.	'Sister Kate is coming to listen to the gossip'.
Kozn Kyari wash di pat fi bwail di yam.	'Cousin Carrie washed the pot to boil the yam'.
Mi son gaan a Kalij fi ton dakta.	'My son has gone to college to become a doctor'.
Mis Bek a go-we fi prie fi yu.	'Miss Beck is going away to pray for you (that is: to invoke ill-luck for you).

M - 2

T: Mi a go a shap fi bai milk.
S: I am going to the shop to buy milk.

T: I am going there to meet the bus.
S: Mi a go de fi miit di bos.

T: Suu wash di pat fi bwail di piiz.
S: Sue washed the pot to boil the peas.

T: Bek gaan a kraasin fi hier labrish.
S: Beck has gone to the crossing to hear gossip.

M - 3

	(Pattern for reply)	
T: Wa yu go a riba fa?	(fi wash mi kluoz)	T: Mi go a riba fi wash mi kluoz.
T: Wa yu kom op ya fa?	(fi luk wok)	S: Mi kom op ya fi luk wok.
T: Wa dem gaan a ruod fa?	(fi miit di bos)	S: Dem gaan a ruod fi miit di bos.
T: Wa Mis Bek a go-we fa?	(fi prie fi yu)	S: Mis Bek a go-we fi prie fi yu.
T: Wa Jan bwai a go a Kalij fa?	(fi ton laaya)	S: Jan bwai a go a Kalij fi ton laaya.
T: Wa yu sen im gaan a bie fa?	(fi bai paagi/ "porgies")	S: Mi sen im gaan a bie fi bai paagi.
T: Wa Jaaji kom out ya fa?	(fi waan wi/ "warn us")	S: Jaaji kom out ya fi waan wi.

C - 1

Conversation. You should try to use the new question formula introduced by the instructor in M - 3. One way of asking why, is to begin with wa and end with fa.

C - 2

C'rismus Ham Cont'd.

Atta we kean blame de oman	Ata wi kyaan bliem di uman
Fe get bex an run yu out	Fi get beks an ron yu out
Wat a big an so-so foo-fool gal	Wat a big an suoso fuufuul gyal
Shet up yu bun-pan mout!	Shetop yu bon-pan mout!
Koo omuch a week yuh wasa get!	Ku omoch a wiik yu woz a get!
Yuh dress up like a dude,	Yu dresop laika duud,
Yuh dah demands big wages	Yu da dimaanz big wiejiz
And dah treat ham like grung food!	An da triit ham laik grong fuud!

CYCLE 15

Naa/'Is not'

M - 1

Mi naa du notn.	'I am not doing anything'.
Di pikni-dem naa du dem lesn.	'The children are not doing their lessons'.
Boti naa sen di moni.	'Bertie is not sending (won't send) the money'.
Mi naa rait im tel neks wiik.	'I won't write her till next week (am not writing)'.
Jais naa fiks yu frak.	'Joyce is not fixing your dress'.
Mis Bek naa krai fi im breda.	'Miss Beck is not crying for her brother'.
Tiif naa mek daag si im. (proverb)	'A thief will not let a dog see him (is not making)'.

M - 2

T: Mi naa du notn.

S: I am not doing anything.

T: Dem naa sen no moni.

S: They will not (are not sending) send any money.

T: Joyce is not fixing your dress.

S: Jais naa fiks yu frak.

T: A thief won't let a dog see him.

S: Tiif naa mek daag si im.

T: Miss Beck is not crying for her brother.

S: Mis Bek naa krai fi im breda.

M - 3

Insert naa correctly in the sentences your instructor gives you.

Mi hed a hat mi.	Mi hed naa hat mi.
Jan breda a sliip.	Jan breda naa sliip.
Sta Kyari a suo im frak.	Sta Kyari naa suo im frak.
Di daag a baak loud.	Di daag naa baak loud.
Di haas a gyalop doun di ruod.	Di haas naa gyalop doun di ruod.
Som a di bod-dem a hala.	Som a di bod-dem naa hala.

C - 1

Conversation.

C - 2

Last stanza of C'rismus Ham:

Tap yu nize eena de yard, yuh	Tap yu naiz iina di yaad, yu
Shoulda eena wos dan jam,	Shuda iina wos dan jam,
Yu hooda eena peppa-pickle	Yu huda iina pepa-pikl
If it benna fe me ham!	If it bena fi mi ham!

C - 3

Listen to the music and words of Fan Me, Soldier Man.

CYCLE 16

Ku/'Look (there's)'
'Look, (see)'

M - 1

Ku de!	'Look there!'
Ku ya!	'Look here!'
Ku Kozn Ruut!	'Look! (There's) Cousin Ruth!'
Ku Kozn Ruut a baal!	'Look! (There's) Cousin Ruth crying!'
Ku Mis Bek breda!	'Look! 'There's Miss Becky's brother!'
Ku Mis Bek breda a mek op im fies!	'Look! (There's) Miss Becky's brother frowning (Lit. making up his face)!'
Ku di dangki kobi!	'Look! (There's) the donkey's cub!'
Ku di dangki wid im kobi!	'Look! (There's) the donkey with its cub!'
Ku homoch yu en a get!	'Look! (See) how much you were getting!'
Ku hou im a tier im yai!	'Look! (See) how he stares! (Lit. is staring his eyes)'.
Ku hou im doti an ragidi!	'Look! (See) how dirty and ragged he/she is!'

M - 2

T: Ku ya!

S: Look here!

T: Ku de!

S: Look there!

T: Look! (There's) the donkey's cub.

S: Ku di dangki kobi!

T: Look! (There's) Miss Beck's brother.

S: Ku Mis Bek breda!

T: Ku hou Mis Bek breda a tier im yai!

S: Look! See how Miss Beck's brother stares.

C - 1

Conversation.

C - 2

Read in turn the stanzas of C'rismus Ham. Then learn the proverb:

"If man no ha kluoz a duo, im no luk fi rien".

Meaning: One need fear no calamity where one's interests are not involved. (Literally speaking, if you have no clothes drying outdoors, you don't have to be concerned about imminent rain).

C - 3

Join in singing of Fan Me, Soldier Man.

CYCLE 17

Tu/'Too','Also'

M - 1

Mi a go de tu.	'I am going there too'.
Mi waan sliip tu.	'I want to sleep too'.
Jien se im waan sliip tu.	'Jane says she wants to sleep too'.
Mi wuda laik si im tu.	'I'd like to see him too'.
Sta Kiet se fi-im son kom tu.	'Sister Kate says her son has come too'.
Fi-mi bak a hat mi tu.	'My back hurts too'.
Dem pikni gaan a puos tu.	'The children have gone to post office too'.
Bra Jaaj de op a kraasin tu.	'Brother George is up at the crossroads too'.
Im put fi-im buk de tu.	'She put her book there too'.

M - 2

T: Dem a plaan kaan tu.

S: They are planting corn too.

T: Babi klaim op de tu.

S: Bobby climbed up there too.

T: I want to sleep too.

S: Mi waan sliip tu.

T: I have a headache too.

S: Fi-mi hed a hat mi tu.

T: Jan ron-we gaan a toun tu.

S: John has run away to town too.

T: My son is going to be a doctor too.

S: Fi-mi son a go ton dakta tu.

C - 1

Conversation.

C - 2

Your instructor will read the poem Literacy. Again you should try to get the meaning before it is explained to you.

C - 3

Sing the song Hold Him Joe.

CYCLE 18

Gi/'Give'

M - 1

Gi mi som no, Mis Bek?	'Please give me some, Miss Beck'.
Mi naa gi yu non ataal.	'I won't give you any at all'.
Jan se im wi gi unu di bul.	'John says he will give you all the bull'.
Wa im gi yu?	'What did he/she give you?'.
Im neba gi mi notn.	'He/she didn't give me anything'.
Mieri tek fuul gi-we im bed.	'Mary has foolishly given her bed away'.
A dis wan Jaki gi dem.	'This is the one Jackie gave them'.
A di rang baks im gi yu.	'It's the wrong box he/she gave you'.

M - 2

T: Mi naa gi yu non.
S: I won't give you any.

T: Please give me some.
S: Gi mi som, no?

T: This is the one Jackie gave them.
S: A dis wan Jaki gi dem.

T: This is the one Teacher gave us.
S: A dis wan Tiicha gi wi.

T: Im neba gi mi notn.

S: He didn't give me anything.

T: Bra Jaaj no gi mi non.

S: Brother George did not give me any.

C - 1

Conversation.

C - 2

The first four stanzas of *Literacy*.

Ef Jona tell we say whale got	Ef Juona tel wi se wiel gat
Bed eena him belly,	Bed iina him beli,
We hooda haffe believe, for	Wi huda hafi biliib, faar
Him spen time eena i'.	Him spen taim iina i.

Soh When me gi de Literacy	So wen mi gi di litaresi
Sinting praise an fame	Sinting priez an fiem
Unoo mus hear me, for se yah	Unu mos hier mi, far si ya
Me jus dun sighn me name!	Mi dis don sain mi niem!

Laa' week ef yu did write me name	Laas wiik ef yu did rait mi niem
Big like dis junk a yam	Big laik dis jongk a yam
Yuh coulda fool me sey is piece	Yu kuda fuul mi se iz piis
A Mary lickle lamb.	A Mieri likl lam.

An ef yuh did sey dat it good	An ef yu did se dat i gud
Fe meck me dry-head grow	Fi mek mi drai-hed gruo
Me hooda nyam it off an swear	Mi huda nyam i aaf an swier
De lamb was nice to know.	Di lam woz nais tu nuo.

CYCLE 19

Nomo/'No more'

M - 1

Mi no gat nomo kaan.	'I have no more corn'.
Jan se im no waan nomo kaan.	'John says he does not want any more corn'.
No tel nomo lai pan mi.	'Don't tell any more lies about me!.
Mi naa gi dem nomo manggo.	'I won't give them any more mangoes'.
Mi no si nomo kuoknat a grong.	'I don't see any more coconuts on the ground'.
Dem no ha nomo poliis op de.	'They don't have any more policemen up there'.
Mi no gat nomo fi gi yu.	'I have no more to give you'.

M - 2

T: Jan no waan nomo kuoknat.
S: John does not want any more coconuts.

T: I won't give them any more coconuts.
S: Mi naa gi dem nomo kuoknat.

T: No tel nomo lai.

S: Don't tell any more lies.

T: They don't have any more children.

S: Dem no gat (ha) nomo pikni.

T: Mi no gat nomo banaana.

S: I have no more bananas.

C - 1

Conversation.

C - 2

Three stanzas of Literacy:

But one lady start fe teach me	Bot wan liedi staat fi tiich mi
Literacy, an koo yah!	Litaresi, an ku ya!
Now me can grab pen an sign name	Nou mi kyan grab pen an sain niem
Like me dah drink wata!	Laik mi da dringk waata
An dat noh all, every day now	An dat no aal, ebri die nou
Me read one long story,	Mi riid wan lang stuori,
An dem is gwine write newspapa	An dem iz gwain rait nyuuzpiepa
Especially fe me.	Espeshali fi mi.
Soh me gwine teach yu, yu teach	So mi gwain tiich yu, yu tiich
Jane	Jien
Jane teach one nex' smaddy,	Jien tiich wan neks smadi,
Dat smaddy teach smaddy, so till	Dat smadi tiich smadi, so til
We spread literacy.	Wi spred literasi.

C - 3

Close this cycle listening to the song: Carry Me Ackee Go A Linstead Market.

CYCLE 20

Nomo/'Only'

M - 1

Pupa gi mi trii shiling nomo.	'Father gave me only three shillings'.
Tiicha maak siks buk nomo.	'Teacher marked only six books'.
A wan poun nomo mi pie.	'It's only one pound I paid'.
A fuor a wi nomo go a choch tide.	'Only four of us went to church today'.
A shap nomo mi sen yu.	'I sent you only to the shop'.
A wan taim nomo Sta Kiet kom ya.	'It's only once that Sister Kate came here'.
A di baisikl nomo mi a bai.	'It's the bicycle only that I will buy'.
A Mis Jien nomo mi wispa tel.	'Miss Jane is the only one to whom I whispered (and told) it'.
A suoso aki nomo yu gi mi?	'Is it only ackee you have given me?'.

M - 2

T: A wan taim nomo Sta Kiet kom ya.

S: It's once only that Sister Kate came here.

T: A fuor a wi nomo go a choch tide.

S: Only four of us went to church today.

T: It's only once that I went there.

S: A wan taim nomo mi go de.

T: I sent you only to the shop.

S: A shap nomo mi sen yu.

T: A wan poun nomo mi pie.

S: It's only one pound I paid.

M - 3

T: Tuu eg.	(Pattern to be drilled)	T: A tuu eg nomo im lie. (It's only two eggs she laid)
T: Trii eg.		S: A trii eg nomo im lie.
T: Fuor eg.		S: A fuor eg nomo im lie.
T: Faiv eg.		S: A faiv eg nomo im lie.
T: Siks eg.		S: A siks eg nomo im lie.
T: It's down to the river only that I sent you.	(Pattern to be drilled)	T: A doun a riba nomo mi sen yu.
T: Outa ruod.		S: A outa ruod nomo mi sen yu.

T: Op a kraasin.	S: A op a kraasin nomo mi sen yu.
T: A maakit.	S: A maakit nomo mi sen yu.
T: It's in the house (Pattern to be drilles) I found it.	T: A ina hous mi fain i.
T: Aanda bed.	S: A aanda bed mi fain i.
T: Tap a di tiebl.	S: A tap a di tiebl mi fain i.
T: Bak a di shed.	S: A bak a di shed mi fain i.

C - 1

Conversation.

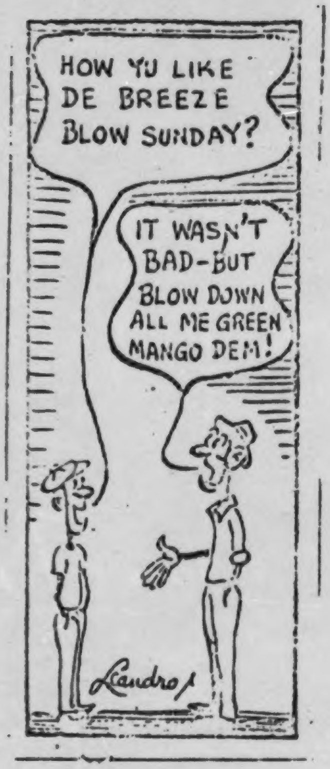
C - 2

Take turns reading different stanzas of Literacy.

Learn the proverb:

Yu wash smadi pikni beli, bot yu no wash im bak.

Meaning: You may take care of another person's child, but you cannot be assured of gratitude for it. The child may well prove ungrateful.


HOW YU LIKE DE BREEZE BLOW SUNDAY?
IT WASN'T BAD-BUT BLOW DOWN ALL ME GREEN MANGO DEM!
Leandro

(A number of cartoons by the cartoonist, Leandro, have been inserted in the lessons. Note that because the characters are semiliterate, they do not speak a pure Creole, but a type of speech somewhat closer to standard Jamaican English. The cartonns capture, however, the wit and humor typical of Jamaica. The Creole equivalent of the captions is given below).

A: Hou yu laik di briiz-bluo Sonde?

B: I no en bad - bot i bluo doun aal a mi griin manggo-dem.

CYCLE 21

Gwaan/'Behave','Carry on','Continue'

M - 1

Mi no laik hou dem a gwaan.	'I don't like how they are be-having'.
A so nomo im gwaan.	'That's only how he behaves'.
Dem a gwaan tuu bad, man.	'They are behaving too badly, man'.
Di kansrt gwaan gud, yusi.	'The concert was very good'.
Unu gwaan gud fi-truu.	'You all behaved very well indeed'.
Jan a gwaan laik a fi-im kyaar.	'John is behaving as if it is his car'.
Mis Siera gwaan laik im a go ded.	'Miss Sarah acted as if she was going to die'.
Juo a gwaan hai an maiti.	'Joe is behaving high and mighty'.
Yu no fi gwaan so, man.	'You shouldn't behave like that man'.

M - 2

T: Dem a gwaan tuu bad, man.

S: They are behaving too badly, man.

T: The concert was very very good.

S: Di kansrt gwaan gud, yusi.

T: John behaves as if it is his car.

S: Jan a gwaan laik a fi-im kyaar.

T: Joe is acting high and mighty.

S: Juo a gwaan hai an maiti.

T: You all behave very well, indeed.

S: Unu a gwaan gud, fi-truu.

C - 1

Conversation.

C - 2

Listen as your instructor reads the poem Rackit.

C - 3

Sing "Chi-chi Bod".

CYCLE 22

Gwaan Wid/'Be Doing'

M - 1

Wa unu a gwaan wid, duo?	'What are you all doing, though?
Dem a gwaan wid nof sinting.	'They are doing all kinds of things'.
We Maas Jaaj a gwaan wid?	'What's Mr. George doing?'.
Mi naa gwaan wid notn, ma!	'I am not doing anything, mam!
Wen dem gwaan wid dem sinting de, mi kyaan bada wid dem.	'When they do things like that, I can't be bothered with them'.
Juo-dem a gwaan wid banz a tings.	'Joe and his friends are doing all kinds of things'.
Unu a gwaan wid suoso robish.	'You all are carrying on with nothing but rubbish'.

M - 2

T: What are you all doing, though?

S: Wa unu a gwaan wid, duo?

T: Wa Maas Chaali a gwaan wid?

S: What is Mr. Charlie doing?

T: Sarah and her friends are doing all kinds of things.

S: Siera-dem a gwaan wid banz a tings.

T: You are all carrying on with nothing but rubbish.

S: Unu a gwaan wid suoso robish.

T: Wen dem gwaan wid dem sinting de, mi kyaan bada wid dem.

S: When they do such things, I can't be bothered with them.

M - 3

Repeat the sentences given by the instructor, and then substitute the words or phrases suggested.

T: Wen dem gwaan wid dem sinting de, tu mi Gad mi kyaan bada wid dem.

S: Wen dem gwaan wid dem sinting de, tu mi Gad mi kyaan bada wid dem.

T: Wen im gwaan...

S: Wen im gwaan wid dem sinting de, tu mi Gad mi kyaan bada wid im.

T: Wen unu gwaan...

S: Wen unu gwaan wid dem sinting de, tu mi Gad mi kyaan bada wid unu.

T: Wen yu gwaan...

S: Wen yu gwaan wid dem sinting de, tu mi Gad mi kyaan bada wid yu.

T: Wen Muma gwaan...

S: Wen Muma gwaan wid dem sinting de, tu mi Gad mi kyaan bada wid im.

T: Wen dem pikni gwaan...

S: Wen dem pikni gwaan wid dem sinting de, tu mi Gad mi kyaan bada wid dem.

T: Wen Mis Kiet-dem gwaan...

S: Wen Mis Kiet-dem gwaan wid dem sinting de, tu mi Gad mi kyaan bada wid dem.

C - 1

Conversation.

C - 2

Read the first half of the poem *Rackit*.

Tan unno know is wat wrong wid	Tan unu nuo iz wat rang wid
De bway dem now a days?	Di bwai dem nou-a-diez?
Dem is a set a raskill, cho!	Dem iz a set a raskil, cho!
Dem got real dutty ways!	Dem gat riel doti wiez!
As it a come to Christmas time	Az i a kom tu Krismos taim
Dem drop dem gal-fren'bif'!	Dem drap dem gyal fren bif!
Becausen dem no want fe gi	Bikaazn dem no waan fi gi
Di gal no Christmas gif!	Di gyal no Krismos gif!
Po 'oman haffe suffa doah	Puo uman hafi sofa duo
It is a wicked rackit!	It iz a wikid rakit!
Dem bway dah gwaan too bad yaw mah,	Dem bwai da gwaan tuu bad yaa, ma
An smady haffe crack it!	An smadi hafi krak it!

CYCLE 23

Mek/'Why'

M - 1

Mek yu neba kom?	Why didn't you come?
Mek yu tel im we mi se?	Why did you tell him/her what I said?
Mek dem ron-we go a bush?	Why did they run away to the bushes?
Mek Mis Bek a baal so?	Why is Miss Beck crying so much?
Mek Ruut chap op im Misis Krismos ham?	Why did Ruth cut up her Mistress' Christmas ham?
Mek dem a baal an gwaan so?	Why are they crying and carrying on so?
Mek yu tan so lang?	Why did you stay so long?

M - 2

T: Mek yu neba go?
S: Why didn't you go?

T: Mek yu a gwaan so?
S: Why are you behaving like that?

T: Why did you tell him/her what I said?
S: Mek yu tel im we mi se?

T: Why are you all crying so?
S: Mek unu a baal so?

T: Mek dem ron-we go a bush?
S: Why did they run away to the bushes?

T: Why did you stay so long?

S: Mek yu tan so lang?

C - 1

Conversation.'

C - 2

Finish reading the poem Rackit.

Las' 'ear, two weeks from C'rismus day	Laas ier, tuu wiik fram Krismos die
One po gal jus sey "feh".	Wan puo gyal dis se "fe".
Her bwoy frien start meck nize an row	Har bwai fren staat mek naiz an rou
An get bex an go weh!	An get beks an go we.
Him meck de nice-nice gal spen C'rismus	Him mek di nais nais gyal spen Krismos
Widout a bwoy frien,	Widout a bwai fren
An de last week a January	An di laas wiik a Janweri
Him crawl back een again!	Him kraal bak iin agen!
Dis 'ear him do de same ting, but	Dis ier him du di siem ting, bot
Ef dat gal was like me,	Ef dat gyal woz laik mi
Nex' 'ear him hooda haffe pick	Neks ier im huda hafi pik
Quarrel wid him duppy!	Kwaril wid him dopi!

C - 3

Sing the song Fan Me, Soldier Man.

CYCLE 24

Tek/'Take'

M - 1

Tek di Biebi gwaan.	'Take the baby and go on (your way)'.
Tek da paki-de gi mi.	'Take that gourd and give (it) to me'.
Tek out yu han out a mi baaskit.	'Take your hand out of my basket'.
Jien tek faas brok mi sliet.	'On account of her meddlesomeness, Jane broke my slate'.
Im tek kierlis laas aal di moni.	'On account of her carelessness, he/she lost all the money'.
Rute tek fuul chap op im Misis krismus ham.	'On account of her folly, Ruth chopped up her Mistress' Christmas ham'.
Jaaj tek grojful kil Ongkl Zaki guot.	'Because of envy, George killed Uncle Zacky's goat'.
Mis Shati tek kobich nyam aaf aal di pier.	'Because of greed, Miss Charlotte ate off all the pears'.
Mi dis tek taim tek-we misef.	'I just cautiously slunk away'. (Lit. took myself away).

M - 2

T: Tek di biebi gwaan.

S: Take the baby and go on (your way).

T: Take the book and give it to me.

S: Tek di buk gi mi.

T: Tek unu han out a mi baaskit.

S: Take your hands out of my basket.

T: Unu tek fuul laas aal di moni.

S: Because of folly,you (all) have lost all the money.

T: Mis Shati tek kobich nyam aaf aal a di fuud.

S: Because of greed,Miss Charlotte ate off all of the food.

C - 1

Conversation.

C - 2

Listen to the recording of the song Sammy Ded, and join in the bobbin M - M.

C - 3

Learn the following proverbs:

1. Yu fi tek taim tek yu han out a krokodail mout.
(Lit. You must take time in taking your hand out of a crocodile's mouth).
Meaning: Be extremely cautious in extricating yourself from a difficult situation.

2. **Wen man tek sik, dakta mek riez.**

(Lit. When one gets sick, the doctor gets rich).

Meaning: The misfortune of one person is another's good fortune.

CYCLE 25

Ton/'Turn' 'Become'

M - 1

Unu ton bak kom ya.	'Turn back (you all) and come here'.
Az mi kech a ruod, mi a ton bak.	'As soon as I get to the road, I will turn back'.
Di rom a ton mi hed.	'The rum is making me dizzy'.
Kom help wi ton da aiskriim bokit ya.	'Come and help us turn this ice cream bucket'.
Wat-a-wie im ton black!.	'How black he/she has become'.
Kozn Jien ton chupit nou-a-diez.	'Cousin Jane has become stupid nowadays'.
A wa ton im fuul, duo?	'What's caused him/her to become foolish, though?
Mi en nuo se di moni wuda ton im fuul.	'I knew that money would cause him/her to turn foolish'.
Miss Mati ton smadi now.	'Miss Matty is now someone (to be reckoned with)'.
Im go-we go ton tiicha.	'He/she went off and became a teacher'.

M - 2

T: Ton bak kom ya.

S: Turn back and come here.

T: The rum is making me dizzy.

S: Di rom a ton mi hed.

T: How black he/she has become!

S: Wat-a-wie im ton blak!

T: Kozn Jien ton chupit nou-a-diez.

S: Cousin Jane has become stupid nowadays.

T: Mis Matty is somebody now.

S: Mis Mati ton smadi nou.

C - 1

Conversation.

C - 2

Practice reading the first three stanzas of Eart' Quake Night.

What a heaby eart' quake shock mah	Wat a hebi ortkwiek shak ma
Me nearly dead wid fright	Mi nieli ded wid frait
But dat no nutten to wat happen	Bot dat no notn tu wat hapn
Dat deh eart' quake night.	Dat de ortkwiek nait.

Me hear sey Vera baby,	Mi hier se Viira biebi
T'ree 'ear ole Decemba gawn,	Trii ier uol Disemba gaan
Wat never cut a teet nor walk	Wat neba kot a tiit naar waak
Nor talk good from it bawn.	Naar taak gud fram i baan.

When everybody run from shock	Wen ebribadi ron fram shak
An lef it one fe dead,	An lef i wan fi ded
De pickney halla, "po me gal!"	Di pikni hala, "puo mi gyal"
An run under de bed!	An ron anda di bed!

CYCLE 26

Wie/'Way, Manner, Direction'

M - 1

Wich wie im ton?	'In which direction did he/she turn?'.
Im gaan op ruod wie.	'He/she has gone up in the direction of the road'.
Dem lib bak Wesmolan wie.	'They live back in the direction of Westmoreland'.
Unu no fi gwaan dem wie de.	'You all should not behave in that manner'.
Mek dem gwaan aal dem wie de?	'Why do they behave in that manner?'.
Di wie Raya liezi, im naa go du no wok.	'Uriah is so lazy, he will not do any work'.
Di wie mi fraitn, di pan drap outa mi han	'I was so frightened, the pan fell out of my hand'.

M - 2

T: In which direction did he/she turn?

S: Wich wie im ton?

T: Im gaan op shap wie.

S: She has gone up in the direction of the shop.

T: You shouldn't behave in that manner.

S: Yu no fi gwaan dem wie de.

T: Di wie Raya liezi, im naa go du no wok.

S: Uriah is so lazy, he will not do any work.

T: I was so frightened, the pan fell out of my hand.

S: Di wie mi fraitn, di pan drap out a mi han.

T: Dem lib bak Wesmolan wie.

S: They live back in the direction of Westmoreland.

C - 1

Conversation.

C - 2

Listen while your instructor reads the poem Eart' Quake Night. How much of it did you understand? Discuss the difficult passages, and ask your instructor for explanations needed.

C - 3

Sing Sammy Ded in unison with the recording.

Learn the proverb:

Plie wid popi, popi ton ruon lik yu mout.
(Lit. If you play with a puppy, it will turn around and lick your mouth).
Meaning: If you fraternize with your subordinates, they will lose all respect for you.

CYCLE 27

Dong/'Down' (in compounds)

M - 1

Maas Juo sidong out de huol die.	'Mr. Joe sat out there all day'.
Si im a sidong a doti de.	'There he/she is sitting on the ground'.
Im sidong aanda di trii a wiet fi manggo fi drap.	'He/she sits under the tree waiting for mangoes to fall'.
Sta Ruoz faaldong budum.	'Sister Rose fell with a thud'.
No guop de. Yu wi faaldong.	'Don't go up there. You will fall'.
Im neba klaim up gud, im faaldong.	'No sooner had he/she climbed up than he/she fell'.
Mi bok mi fut an faaldong.	'My foot struck something and I fell'.
Mi pudong di baaskit pan di step.	'I put the basket down on the step'.
A wa dat im pudong deso?	'What's that he/she put down there?'.
Di grandstan brok dong laas nait/	'The grandstand collapsed last night'.
Ef dem no main shaap, di stan brok dong.	'If they are not extremely careful, the stand will collapse.

M - 2

T: John sat out there all day.

S: Jan sidong out de huol die.

T: Si dem a sidong a doti de.

S: There they are sitting on the ground.

T: Don't go up there; you will fall.

S: No guop de; yu wi faaldong.

T: Mi pudong di baaskit pan di step.

S: I put the basket down on the step.

T: No sooner had he climbed up than he fell.

S: Im neba klaim up gud, im faaldong.

C - 1

Conversation.

C - 2

Practice reading the next three stanzas of Eart' Quake Night.

Den Amy play-wite Aunt, all day	Den Iemi plie wait Aant, aal die
She cuss po Amy 'black',	Shi kos puo Iemi 'blak',
She treat de gal like dog, but wen	Shi triit di gyal laik daag, bot wen
She feel de eart' quake shock.	Shi fiil di ortkwiek shak.
She bus open Amy room door	Shi bos uopn Iemi ruum duor
Jump eena Amy bed	Jomp iina Iemi bed
Grab Amy ole dutty jip hat	Grab Iemi uol doti jip hat
An jam awn pon her head!	An jam aan pan har hed!

She hug up Amy an start call her,	Shi hog op Iemi an staat kaal har,
"Sista in distress"	"Sista in distress"
An start halla an gwan like she	An staat hala an gwaan laik shi
Dah dead an mus confess.	Da ded an mos kanfes.

C - 3

Close the session with the singing of John Crow Se Im Kyaan Wok Pan Sonde.

CYCLE 28

ies/'Hurry'

Mikies/'Hurry up, Hurriedly'; De pan ies/'to be in a hurry'

M - 1

Mikies kom bak, yaa.	'Return quickly, you hear'.
Mi dis mikies pie fi i an kom-we.	'I just paid for it quickly and came away'.
Mi beg Naana fi mikies kom.	'I begged Nursie to come quickly'.
Chaali se im de pan ies.	'Charlie says he is in a hurry'.
Wa du yu? Yu de pan ies?	'What's the matter with you? Are you in a hurry?'.
Tek di moni ya, sa. Mi de pan ies.	'Take the money here, sir. I am in a hurry'.
Unu mosa de pan ies mek unu a ron so.	'You all must be in a hurry to be running so'.

M - 2

T: Return quickly, do you hear?

S: Mikies kom bak, yaa.

T: Mi beg Naana fi mikies kom.

S: I begged Nursie to come quickly.

T: Are you in a hurry?

S: Yu de pan ies?

T: Tek di moni, ma. Mi de pan ies.

S: Take the money, mam. I am in a hurry.

T: Joe says he is in a hurry.

S: Juo se im de pan ies.

T: Unu de pan ies?

S: Are you all in a hurry?

C - 1

Conversation.

C - 2

Read the next three stanzas of Eart' Quake Night.

Den yuh mus know Becky brudda	Den yu mos nuo Beki breda
She ongle got de one,	Shi ongl gat di wan,
Him long an big an strapping	Him lang an big an strapin
An gwan like superman.	An gwaan laik syuupaman..

Well de shock teck him eena bed	Wel di shak tek him iina bed
An be de time it done,	An bi di taim i don,
Him fine himself half-naked	Him fain himself haaf-niekid
Half-mile from him yard a run.	Haaf-mail fram him yaad a ron.

De shame him shame him tun roun. teck	Di shiem him shiem him ton roun, tek
Him time an crawl home back.	Him taim an kraal huom bak,
Guess how him frighten wen him fine	Ges hou him fraitn wen him fain
Him door an winda lock!	Him duor an winda lak!

C - 3

Close the session with a song fest.

INTONATIONAL PATTERNS

TO THE STUDENT:

In the previous lessons emphasis was placed on precise imitation of the intonational patterns in each of the sentences you have learned. These patterns were, however, learned by rote, and you were not told what the appropriate contextual situation for each would be. In the next twelve lessons you will learn how to match intonational pattern with the situation or emotional state of the speaker. Every effort is made to avoid introducing new sentence-types, except when they occur in the chorus section of each cycle. An example of the situation appropriate for the first sentence precedes the drill for that pattern.

CYCLE 29

TOTAL QUESTION INTONATION

TO THE STUDENT:

The intonational pattern which we regard as basic in Jamaican Creole is the one used in all statements. Like English, it is marked by the falling of the voice on the last syllable or syllables of the utterance. This is the contour we drilled in sentences such as:

Mi hed a hat mi.

This same contour is also used in requests and commands, and in questions which begin with a question word.

It is, therefore, the one which you have learned in most of the sentences so far.

When, however, a question is asked for which the answer is 'yes' or 'no', this is a total question and a rising contour is used. There is more than one of these rising contours, so that we need to be careful to differentiate them. The first of these is the 'total question' intonation, used when you want to ask a simple question like, "Is John going?".

M - 1

Jan a kom?	Is John coming?
Yu hed a hat yu?	Are you having a headache?
Yu hier wa mi se?	Have you heard what I said?
Yu muma nuo we yu de?	Does your mother know where you are?
Unu nuo se im kom?	Do you all know that she has arrived
Pupa gaan roun de?	Has father gone around there?
Yu breda iina bush-de?	Is your brother in the bush?
Yu kom ya fi hier labrish agen?	Have you come here to listen to gossip again?
Dem naa du notn?	Aren't they doing anything?
Babi klaim op de tu?	Has Bobby climbed up there too?
Jan en ron-we tu?	Did John run away too?

M - 2

T: Jan a kom?

S: Is John coming?

T: Has he gone to town?

S: Im gaan a toun?

T: Jan a kom.

S: John is coming.

T: Mi hier wa yu se.

S: I hear what you say.

T: Your mother doesn't know where you are.

S: Yu muma no nuo we yu de.

T: Yu muma no nuo we yu de?

S: Doesn't your mother know where you are?

M - 3

Give the corresponding question or statement to the utterance given you by your instructor.

Jan a kom.	Jan a kom?	(question)
Im de a ruod?	Im de a ruod.	(statement)
Juo ton bak aredi.	Juo ton bak aredi?	(question)
Sta Kiet faaldong a maakit.	Sta Kiet faaldong a maakit?	(question)
Im tek yu paki gi-we?	Im tek yu paki gi-we.	(statement)
Pupa gaan op a ruod fi miit di bos.	Pupa gaan op a ruod fi miit di bos.	(question)

C - 1

Conversation.

C - 2

Read the last three stanzas of Eart' Quake Night.

Him racks him brain, him scratch him head,	Him raks him brien, him skrach him hed,
Him prawl an search all bout,	Him praal an saach aal bout,
Him kean get een, him kean memba	Him kyaan get iin, him kyaan memba
Is how him did get out!	Iz hou him did get out!

Me no know ef him sleep a door	Mi no nuo ef him sliip a duor
De balance a de night,	Di balans a di nait,
Or if him bawl fe help an bring	Aar if im baal fi help an bring
Him cowardness to light.	Him kowadnis tu lait.

But him dah gwan like mad smaddy,	Bot him da gwaan laik mad smadi,
Him po brain still a fight	Him puo brien stil a fait
Fe try memba wich part him walk	Fi trai memba wich paat him waak
Run weh de eart' quake night.	Ron-we di ortkwiek nait.

CYCLE 30

THE COUNTER - QUESTION INTONATION

TO THE STUDENT:

If asked a partial question, one beginning with a question word such as *we* 'where' or *wa* 'what', you may want to check to see whether you have heard correctly. You will do this either because you are not sure of what you heard, or because the question surprises you. In either case you reiterate the question using the rising rather than the falling contour. Practice these utterances in pairs, and so learn to differentiate them.

M - 1

Wa yu a du?	Wa mi a du??	'What am I doing?'
Wa unu a du?	Wa wi a du??	'What are we doing?'
Wa yu sista a du?	Wa mi sista a du??	'What is my sister doing?'
Wa di tiicha niem?	Wa di tiicha niem??	'What's the teacher's name?'
Wa disya trii niem?	Wa disya trii niem??	'What's the name of this name?'
We Sta Mati de?	We Sta Mati de??	'Where is sister Matty?'
We unu pupa de?	We wi pupa de??	'Where is our father?'
Hou yu du?	Hou mi du??	'How am I?'
We Mis Bek a go?	We Mis Bek a go??	'Where is Miss Beck going?'
We Jan-dem a go?	We Jan-dem a go??	Where are John and the rest going?'
Wa du yu breda?	Wa du mi breda??	'What's wrong with my brother?'

Wa du dem pikni?	Wa du dem pikni??	'What's wrong with the children?'

The double question mark is here used for counter-question.

M - 3

Give the corresponding question or counter-question to the utterance given by your instructor.

TEACHER	STUDENT
Wa mi muma a du??	Wa yu muma a du?
We Bra Jaaj gaan?	We Bra Jaaj gaan??
We yu sista a go?	We mi sista a go??
Wa du Naana??	Wa du Naana?
Hou Mis Laiz du?	Hou Mis Laiz du??
Wa mi muma niem??	Wa yu muma niem?

C - 1

Conversation.

C - 2

Take turns reading the poem Eart' Quake Night.

C - 3

Sing Hold Him Joe.

CYCLE 31

EMPHATIC INTONATION: Yusi "You see?"

One way of expressing emphasis in JC is by means of a tag added to the statement. Thus one may say simply Jan kyan wok haad 'John can work very hard', but if one wanted to stress how incredibly hard John works, one would add the tag yusi to the statement, thus: Jan kyan wok haad, yusi. Note carefully the difference in intonation between the simple and the emphatic statements.

M - 1

Jan kyan wok haad.	Jan kyan wok haad, yusi.
Im gat moni ('she has money').	Im gat moni, yusi.
Mi hed a hat mi.	Mi hed a hat mi, yusi.
Di bwai-dem a gwaan bad.	Di bwai-dem a gwaan bad, yusi.
Di kansrt gwaan gud.	Di kansrt gwaan gud, yusi.
Mis Bek a baal.	Mis Bek a baal, yusi.
Mis Laiz ton fuul.	Mis Laiz ton fuul, yusi.
Raya breda grojful.	Raya breda grojful, yusi.

M - 3

Give the corresponding simple or emphatic 'yusi' statement for the utterance given by your instructor.

Mi beli a hat mi, yusi.	Mi beli a hat mi.
Dem a gwaan gud.	Dem a gwaan gud, yusi.
Mi tan op dom, yusi.	Mi tan op dom.

Mi waan sliip, yusi.	Mi waan sliip.
Sta Kiet gi mi nof pier.	Sta Kiet gi mi nof pier, yusi.
Mis Mati kyan tel lai.	Mis Mati kyan tel lai, yusi.
Jan breda tan de lang, yusi.	Jan breda tan de lang.

C - 1

Conversation.

C - 2

Listen as your instructor reads the poem: Tan A Yuh Yard (Stay At Home).

C - 3

Listen to the words and music of Di Riba Ben Kom Doun. Join in the bobbin as before.

CYCLE 32

EMPHATIC INTONATION: Iing 'Isn't it so?'

In most emphatic statements *iing* may replace *yusi* as the tag. There is a slight difference in the contextual situation, however. Whereas with the use of *yusi* the speaker seeks to impose his evaluation of the situation on the hearer, with *iing* he invokes the concurrence of the hearer in the evaluation. Nevertheless, the same stress is implied in *Jan kyan wok haad, iing?*

M - 1

Jan kyan wok haad, iing?
Mis Jien gat moni, iing?
Di bwai-dem a gwaan bad, iing?
Ruut a baal, iing?
Di kansrt gwaan gud, iing?
Mis Laiz ton fuul, iing?
Mis Shati kobich, iing?'
Yu muma kierlis, iing?
Di biebi ton blak, iing?
Mis Mati ton smadi nou, iing?
Di sinting swiit yu, iing?

M - 3

Give the corresponding 'yusi' or 'iing' emphatic statement for the one given by your instructor:

Yu granpa gat moni, *iing*?	Yu granpa gat moni, yusi.

Dem a gwaan gud, yusi.	Dem a gwaan gud, iing?
Sta Kiet gi mi nof pier, iing?	Sta Kiet gi mi nof pier, yusi.
Im tan doun de lang, yusi.	Im tan doun de lang, iing?
Mis Mati kyan tel lai, yusi.	Mis Mati kyan tel lai, iing?
Suu breda grojful, iing?	Suu breda grojful, yusi.
Di sinting swiit im, iing?	Di sinting swiit im, yusi.

C - 1

Conversation.

C - 2

Read in chorus the first two stanzas of *Tan A Yuh Yard*:

Teng-Gad massa yuh nebba go!	Tenggad massa yu neba go!
Tan weh yuh deh Mass Jone!	Tan we yu de Maas Juon!
Quiet yuhself, noh meck noh fus,	Kwaiat yuself, no mek no fos,
Leff Merica alone!	Lef Merika aluon!
Gwan do yuh lickle bolo job,	Gwaan du yu likl bolo jab
Glad fe yu lickle pay,	Glad fi yu likl pie,
Me wi tun me han an we can live	Mi wi ton mi han an wi kyan lib
Pon de four-bit a day.	Pan di fuor-bit a die.

C - 3

Take turns as bomma for the song: *Di Riba Ben Kom Doun*.

CYCLE 33

EMPHATIC INTONATION: Stress (no tag)

If no tag is used, emphasis may be express by stressing the predication or other portion of the statement which the speaker wishes to bring into focus. A rather high-pitched level contour is used for such sentences, which are otherwise exactly like the simple statement. Practice the pairs as given you, and so learn to differentiate them.

M - 1

Juo kyan tel nof lai.	Juo kyan tel nof lai!
Tiicha gat moni.	Tiicha gat moni!
Di bwai-dem a gwaan gud.	Di bwai-dem a gwaan gud!
Mis Shati kobich.	Mis Shati kobich!
Mis Siera ton fuul.	Mis Siera ton fuul!
Di biebi ton blak.	Di biebi ton blak!
Juo a gwaan hai an maiti.	Juo a gwaan hai an maiti!
Di sinting swiit mi.	Di sinting swiit mi!

M - 3

Give the corresponding stress sentence for the tag utterances given below:

Yu granpa gat moni, iing?	Yu granpa gat moni!
Mis Mati kyan frai fish, yusi.	Mis Mati kyan frai fish!

Di uman kobich, iing?	Di uman kobich!
Mi gled fi di likl pie, yusi.	Mi glad fi di likl pie!
Di man mek-op im fies, yusi.	Di man mek-op im fies!
Mis Bek fret an krai, iing?	Mis Bek fret an krai!
Dem bwai a gwaan bad, iing?	Dem bwai a gwaan bad!
Di sinting swiit mi, yusi.	Di sinting swiit mi!.

C - 1

Conversation.

C - 2

Read the next twc stanzas of Tan A Yuh Yard.

Ef bakra even pos' ticket	Ef bakra iibn puos tikit
Come gi yuh, bwoy refuse it!	Kom gi yu, bwai rifyuuz i !
Betta yu tan home fight yuh life	Beta yu tan huom fait yu laif
Dan go a sea go lose i.	Dan go a sii go luuz i.
De same sinting wey sweet man mout	Di siem sinting we swiit man mout
Wi meck him lose him head,	Wi mek him luuz him hed
Me read eena newspapa sey	Mi riid iina nyuuzpiepa se
Two farm-man meet dem dead!	Tuu faam-man miit dem ded!

C - 3

Sing the song: Di Riba Ben Kom Doun.

CYCLE 34

DIRECT EXCLAMATION INTONATION: Wat a ...!

Exclamations in JC are of two kinds, direct and rhetorical. One type of direct exclamation begins with the equivalent of the English "What a ___". Here, as in the 'iing' emphasis, the corroboration of the hearer is sought but the high-pitched level contour is used. See Cycle 35 for the rhetorical intonation.

M - 1

Wat a kraasiz pan di lan!	'What troubles on the land!'
Wat a woris pan mi puo gyal!	'What troubles I have, poor girl as I am!'
Wat a gyal big an fuufuul!	'What a big, foolish girl!'
Wat a wie im ton blak!	'How black he/she has become!'.
Wat a wie Juo kyan tel lai!	'How Joe lies!'
Wat a wie Mis Shati faaldong swiit!	'How delightful was Miss Shatty's fall!'
Wat a hebi ortkwiek shak, ma!	'What a heavy earthquake shock, mam!'
Wat a gud ting mi no grojful!	'How good it is that I am not envious!'

M - 2

T: Wat a kraasiz pan di lan!

S: What troubles on the land!

T: How black he has become!

S: Wat a wie im ton blak!

T: What troubles I have, poor girl as I am!

S: Wat a kraasiz pan mi puo gyal!

T: Wat a gyal big an fuufuul!

S: What a big and foolish girl!

T: How good it is that I am not envious!

S: Wat a gud ting mi no grojful!

C - 1

Conversation.

C - 2

Read in chorus the last two stanzas of Tan A Yuh Yard:

Ef a lie, a no me tell i,	Ef a lai, a no mi tel i
Ef a label, me no know!	Ef a liebl, mi no nuo!
So mi buy i, so me sell i,	So mi bai i, so mi sel i,
So me reap a so me sow.	So mi riip a so mi suo.
But wedder true or lie me bwoy,	Bot weda truu aar lai mi bwai,
Cowa'd man kip soun bone,	Kowad man kip soun buon,
Tan a yuh yard an satisfy,	Tan a yu yaad an satisfai,
Leff Merica alone.	Lef Merika aluon.

CYCLE 35

RHETORICAL EXCLAMATION INTONATION : No

Rhetorical exclamation are marked by the presence of the negative no 'don't', 'not', in addition to the high-pitched level contour. There is no element of negation in the meaning of the sentence, however. The rhetorical exclamation im no gaan! does not mean that he has not gone, but rather that contrary to expectation, he has indeed gone. One must learn to differentiate between the statement im no gaan 'he has not gone' with falling contour, and the rhetorical exclamation 'im no gaan! 'he has gone (would you believe it?)' with high-pitched level contour. Practice the following pairs of sentences.

M - 1

STATEMENT	RHETORICAL EXCLAMATION
Im no gaan.	Im no gaan!
Jak no gi Ruoz im ring.	Jak no gi Ruoz im ring!
Aan Klem no bos uopn Iemi duor.	Aan Klem no bos uopn Iemi duor!
Ruut no chap op im Misis Krismos. ham.	Ruut no chap op im Misis Krismos ham!
Rayah tek taim kraal huom bak.	Rayah no tek taim kraal huom bak!
Di pikni no dash-we mi moni.	Di pikni no dash-we mi moni!
Mis Klem son no de a kalij.	Mis Klem son no de a kalij!
Im no tel mi se yu de a yaad.	Im no tel mi se yu de a yaad!
Mi no hier se yu sik.	Mi no hier se yu sik!

Jan no sidong de huol die.	Jan no sidong de huol die!

M - 3

Give the rhetorical exclamation which corresponds to the statements given by your instructor, and say whether the meaning is the same or different. These utterances will be both positive and negative.

Dem sidong a doti.	Dem no sidong a doti! (same)
Mi pudong di baaskit pan di step.	Mi no pudong di baaskit pan di step! (same)
Im no faaldong.	Im no faaldong! (different)
Dem no nuo se yu kom.	Dem no nuo se yu kom! (different)
Jaaj marid tu Iemi.	Jaaj no marid to Iemi! (same)
Mis Bek glad fi di moni.	Mis Bek no glad fi di moni! (same)
Mis Mati se mi lai.	Mis Mati no se mi lai! (same)
Juo rait mi wan leta.	Juo no rait mi wan leta! (same)

C - 1

Conversation.

C - 2

Take turns reading sections of the poem Tan A Yuh Yard.

C - 3

Sing the song: Di Riba Ben Kom Duon.

CYCLE 36

IMPERATIVE INTONATION : 'No' Tag

Requests which use a pleading tag are of two kinds: the affirmative which takes the tag 'no', and the negative imperative which takes the tag "yaa". In this cycle you will learn the intonation for sentences with the 'no' tag. Note how it differs from the imperative without tag. The rising contour is used. Practice the following pairs of sentences.

M - 1

Gi mi som a di pier.	Gi mi som a di pier, no?
Kom uoba yaso.	Kom uoba yaso, no?
Tel Laiz wa mi se.	Tel Laiz wa mi se, no?
Bos uopn di duor.	Bos uopn di duor, no?
Chap op di ham.	Chap op di ham, no?
Gwaan a shap.	Gwaan a shap, no?
Sidong we yu de.	Sidong we yu de, no?
Pudong di baaskit.	Pudong di baaskit, no?

M - 3

Give the corresponding sentence to the one given by the instructor. If the sentence is untagged, give the tagged sentence, and vice versa.

T: Mek we go a riba.	S: Mek wi go a riba, no?
T: Kom wi go shuut bod.	S: Kom wi go shuut bod, no?

T: Unu gwaan a skuul, no?	S: Unu gwaan a skuul.
T: Kyari di pig gwaan a maakit, no?	S: Kyari di pig gwaan a maakit.
T: Sen mi moni kom gi mi.	S: Sen mi moni kom gi mi, no?
T: Shet op unu mout, no?	S: Shet op unu mout.

C - 1

Conversation.

C - 2

Your instructor will give you the background of the poem Rightful Way, and read the entire poem to you.

CYCLE 37

IMPERATIVE INTONATION : 'Yaa' PLEA

The "Yaa" tag, which is added to both affirmative and negative requests uses a sharply rising intonation. It differs in pitch rise from the 'no' tag in a lower starting point and sharp upward sweep. Listen to the difference between the following pairs of affirmative requests, and practice them.

M - 1

Gi mi som, no?	Gi mi som, yaa.
Put i doun de, no?	Put i doun de, yaa.
Kom doun aaf a di fens, no?	Kom doun aaf a di fens, yaa.
Go ton di pat, no?	Go ton di pat, yaa.
Tel im fi kom aan, no?	Tel im fi kom aan, yaa.
Tel Jan we mi se, no?	Tel Jan we mi se, yaa.
Mek mi si we yu a du, no?	Mek mi si we yu a du, yaa.
Shet yu mout, no?	Shet yu mout, yaa.

M - 1

Now practice the pairs of affirmative and negative requests which use the 'yaa' tag.

Gi im som, yaa.	No gi im non, yaa.
Put i doun de, yaa.	No put i doun de, yaa.
Kom doun aaf a di fens, yaa.	No kom doun aaf a di fens, yaa.

Ton di pat fi im, yaa.	No ton di pat fi im, yaa.
Sidong aanda di trii de, yaa.	No sidong aanda di trii de, yaa.
Mek Juo si we yu a du, yaa.	No mek Juo si we yu a du, yaa.
Shet yu mout, yaa.	No shet yu mout, yaa.

M - 3

Your instructor will give you a request and ask you to give the corresponding affirmative or negative 'yaa' sentence.

T: Tel Jan we yu de. (Affirm.)	S: Tel Jan we yu de, yaa.
T: Shuo Mis Shati yu fut. (Neg.)	S: No shuo Mis Shati yu fut, yaa.
T: Gi Maas Chaali di moni (Neg.)	S: No gi Maas Chaali di moni, yaa.
T: Ron go a shap fi mi. (Affirm.)	S: Ron go a shap fi mi, yaa.
T: Mikies kom. (Affirm.)	S: Mikies kom, yaa.
T: Kyari di aki gwaan. (Neg.)	S: No kyari di aki gwaan, yaa.

C - 1

Conversation.

C - 2

Practice the first three stanzas of Rightful Way.

Cous, Weh fe do, me shame a yuh!	Koz we fi du mi shiem a yu
Yuh mean yuh such a goat!	Yu miin yu soch a guot!
Yuh mean yuh got so much big chat	Yu miin yu gat so moch big chat
An doan know how fe vote?	An duon nuo how fi vuot?
Koo omuch time dem sow de votin	Ku omoch taim dem shuo di vuotn
Eena pickcha show	Iina pikcha shuo
Fe soak t'rough nayga tough head, an	Fi suok truu niega tof hed, an
Yuh mean yuh nevah know?	Yu miin yu neba nuo?
De man dem nevah change dem suit	Di man dem neba chienj dem suut
De gals no change dem frock,	Di gyals no chienj dem frak,
De same table, de same ole screen,	Di siem tiebl, di siem uol skriin
Dah ac' de same ole ac?	Da ak di siem uol ak?

C - 3

Listen to the music and words of Slide Mongoose.

Bedward was a notorious self-proclaimed savior of the early twenties, who kept a healing mission in the hills of St. Andrew. Many flocked to him and were baptized. His downfall came when he attempted to carry out his promise to the faithfull that he would ascend to heaven in their presence. He climbed into a tree, set out to fly, and fell and hurt himself badly. He spent his last years in a mental institution.

This song commemorates a long standing feud between Bedward and "Mongoose", allegorical name for a seducer who lured away one of Bedward's female disciples, "one of his righteous chickens".

CYCLE 38

RHETORICAL INTONATION : 'Yunuo' Tag

The tag 'yunuo' is added to information sentences to indicate the authenticity of the report. The information itself, has a non-final intonation; but on 'yunuo' there is a fall from medium high-pitch on 'yu' to low pitch on 'nuo'.

M - 1

Practice the following sentences.

Mis Kiet gaan aredi, yunuo.	Miss Katie has gone already, did you know?
Di pikni-dem dash-we di kaan, yunuo.	The children threw away the corn, did you know?
Mi pupa de out a rom shap, yunuo, ma.	My father is out at the rum shop, did you know, mam?
Jan no waan go, yunuo, sa.	John doesn't want to go, do you know that, sir?
Mi tel dem we unu se, yunuo.	I told them what you all said, did you know?
Jan faaldong aaf a di fens, yunuo.	John fell off the fence, did you know?

Maas Jaaj a tel lai, yunuo, ma.	Mr. George is telling lies, did you know, mam?
Di daag de aanda deso, yunuo.	The dog is under there, did you know?

M - 3

Add the tag your instructor suggests to the following sentences:

T: Mi muma sel nof aki tide.	(yunuo)	S: Mi muma sel nof aki tide, yunuo.
T: Yu sista a sliip.	(yunuo, sa)	S: Yu sista a sliip, yunuo, sa.
T: Tiicha neba maak mi som-dem.	(yunuo, ma)	S: Tiicha neba maak mi som-dem, yunuo, ma.
T: Kozn Kyari neba tel mi we yu se.	(yunuo, sa)	S: Kozn Kyari neba tel mi we yu se, yunuo, sa.
T: Mi a ron go doun de nou.	(yunuo)	S: Mi a ron go doun de nou, yunuo.

C - 1

Conversation.

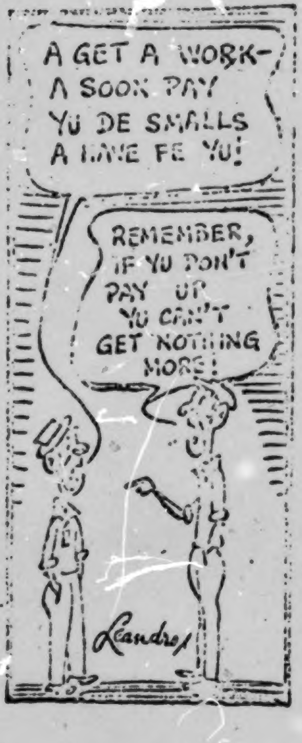
C - 2

Practice reading the next three stanzas of Rightful Way.

Carib, Movies, all de t'eatre	Kyarib, Muuviz, aal di tieta
Every night ovah agen,	Ebri nait uoba agen
One po' chile mus have sore-knee now	Wan puc chail mos hab suor-nii nou
So much time she cut her ten!	So moch taim shi kot har ten!
An yuh gwan talk bout cross out, an	An yu gaan taak bout kraas out, an
Da change de votin law!	Da chienj di vuotin laa!
No meck no deestant, edicated	No mek no diistant, edicatid
Smaddy hear yuh yaw.	Smadi hier yu yaa.
Posen any fo-fool smaddy shoulda	Pucsn eni fuufuul smadi shuda
Hear yuh big report.	Hier yu big ripuot.
An go cross-out any sinting.	An go kraas-out eni sinting.
An go pwile de people vote!	An go pwail di piipl vuot!

C - 3

Join in singing Slide Mongoose.


A GET A WORK- A SOON PAY YU DE SMALLS A HAVE FE YU!
REMEMBER, IF YU DON'T PAY UP YU CAN'T GET NOTHING MORE!
Leandro

A: Mi get a wok - mi suun pie yu di likl sinting mi ha fi yu.

B: Memba, ef yu no pie op yu kyaan get notn muor.

CYCLE 39

ROGATION INTONATION : 'No' Tag

One variation on the total question (Cycle 29) is that in which the question is asked by adding the tag 'no' to a statement. It corresponds to the English tags "hasn't he....", "isn't it", "does she?" etc.

M - 1

Ruut chap op di ham, no?	'Ruth chopped up the ham, didn't she?'
Tiicha gaan aredi, no?	'Teacher has gone already, hasn't he?'
Di pikni-dem de a skuul, no?	'The children are in school, aren't they?'
Mis Mati kom huom laas nait, no?	'Miss Matty came home last night, didn't she?'
Di kansrt neba gwaan gud, no?	'The concert was not good, was it?'
Unu no nuo we unu a du, no?	'You all don't know what you are doing, do you?'
Maas Juo gi yu di moni, no?	'Mr. Joe gave you the money, didn't he?'
Kieti ton di pat aredi, no?	'Katie has stirred the food in the pot already, hasn't she?'

M - 2

T: Mis Shati faaldong aaf a di chier, no?

S: Miss Shatty fell off the chair, didn't she?

T: You all told her what I said, didn't you?

S: Unu tel im we mi se, no?

T: Kieti bied di biebi aredi, no?

S: Katie has bathed the baby already, hasn't she?

T: Sarah is sleeping, isn't she?

S: Siera a sliip, no?

M - 3

Give the corresponding total or 'no' tag question to the statement given by your instructor, using cue given.

T: Ruut gi-we aal a mi moni.	(total)	S: Ruut gi-we aal a mi moni?
T: Jan de uoba deso.-	('no' tag)	S: Jan de uoba deso, no?
T: Yu naa du notn.	(total)	S: Yu naa du notn?
T: Muma sel aal a di aki.	('no' tag)	S: Muma sel aal a di aki, no?

C - 1

Conversation.

C - 2

Practice reading the next three stanzas of Rightful Way.

Yu know how de gentleman dem	Yu nuo hou di jengklman-dem
Weh dah gi speech all bout	We da gi spiich aal bout
Hooda bex fe know yuh help fe teck	Huu da beks fi nuo yu help fi tek
De pap outa dem mout.	Di pap outa dem mout.

Yuh doan 'haffe cross out nutten	Yu duon hafi kraas out notn
Nor haffe draw no line,	Maar hafi draa no lain,
Jus mark a X side a de name	Jos maak a eks saida di niem
A who deh pon yuh mine.	A huu de pan yu main.
Open yuh head an teck i' een	Uopn yu hed an tek i iin
For das de rightful way,	Faar das di raitful wie
An doan go do no foolinish	An duon go du no fuulinish
Pon dis yah votin day.	Pan dis ya vuotn die.

C - 3

Learn the proverb:

Ef kakruoch eba so tipsi, im no waak a foul yaad.
(Lit. Be Cockroach ever so drunk, he does not walk through fowl's yard).
One is never so stupid as to do what one knows will end in disaster for you.

CYCLE 40

You have so far learned that the falling contour is used in direct statements. In this cycle you will practice an alternate contour for statements conveying negative information. Listen carefully and learn to differentiate them.

NOTE that the entire sentence is keyed to a higher pitch.

M - 1

Jan no gaan yet.	'John hasn't gone yet!'
Mi neba gi im non.	'I didn't give him/her any!'
Im no nuo we mi de.	'He/she doesn't know where I am!'
Siera neba tel mi we yu se.	'Sarah didn't tell me what you said!'
Dem no si di dangki.	'They haven't seen the donkey!'
Jaki neba pudong im buk.	'Jacky didn't put down his book!'
Mi naa gi im no moni.	'I am not giving him/her any money!'
Di daag no waan di fuud.	'The dog doesn't want its food!'

M - 3

Give the corresponding statement to the one which your instructor gives you.

T: Jan no du im lesn. (falling)	S: Jan no du im lesn. (rising)
T: Iemi neba go a maakit tide. (rising)	S: Iemi neba go a maakit tide. (falling)

C - 1

Conversation.

C - 2

Take turns, as before, in reading the entire poem Rightful Way.

C - 3

Choose one of your number to say the words:

If yu lik, a slip yu,

AND

Yu no nuo gud somting,

and then sing Slide Mongoose.

CYCLE 41

Dem plural

In this lesson you will learn the use of dem in expressing various concepts of plurality in JC.

M - 1

Di daag-dem wi bait yu.	'The dogs will bite you'.
Di manggo-dem no gud.	'The mangoes are not good'.
Im fling-we di buk-dem.	'He/she flung the books away'.
Si di kuoknat-dem ina basket de.	'There are the coconuts in the basket there'.
Di man-dem gaan a groun aredi.	'The men have gone to the fields already'.
Jan-dem no si mi yet.	'John and his bunch have not yet seen me'.
Mi a go luk fi Mis Kieti-dem.	'I am going to visit Miss Katie and family'.
Yu si Maas Chaali-dem gaan lang de?	'Have you seen Mr. Charlie and the others pass by?'.
Dem pikni se yu a sliip.	'The children said you were sleeping'.
Dem bwai naa gwaan gud, yunuo.	'The boys are not behaving well you know'.
Dem gyal spaitful, duo, iing?	'Those girls are spiteful (vindictive), though, aren't they'

M - 2

T: Di dangki-dem get-we.

S: The donkeys have escaped.

T: Unu si dem pikni gaan lang de?

S: Have you all seen the children pass by?

T: Joe and his friends have just come home.

S: Juo-dem dis kom huom.

T: The babies fell asleep.

S: Di biebi-dem drap asliip.

T: Did you see the buzzards?

S: Yu si di jangkro-dem?

C - 1

Conversation.

C - 2

Listen as your instructor reads the poem Roas' Turkey, and see how much of it you can understand.

C - 3

Close with singing of "Hold Him Joe".

CYCLE 42

The "A" Verb

You have already learned the use of a as a helping verb in sentences like 'Wa Jan a du?' and 'di biebi a sliip'. In this lesson you will learn its use as main verb in sentences which correspond to the English. This is mine, or he is a good man.

M - 1

Mi a big uman.	'I am (a) big woman'.
Jaaj a di liida.	'George is the leader'.
Waia a paizn ting.	'Wire is (a) poisonous thing'.
Dat a fi-mi baaskit.	'That is my basket'.
Sta Kiet a gwaan laik im a idiat.	'Sister Kate is behaving as if she is an idiot'.
Jan a Jien breda.	'John is Jane's brother'.
Fi-mi daata a di fos wan paasn krisn.	'My daughter was the first one Parson (the preacher) christened'.
Di pitieta-dem a fi-mi.	'The potatoes are mine'.
Mis Iemi a no gud smadi, yunuo.	'Miss Amy is not a good person, did you know?'.

M - 2

T: Jan a wan grojful smadi.

S: John is a grudgeful (envious) person.

T: Your brother is a wicked man.

S: Yu breda a wan wikid smadi/man.

T: Fi-mi pupa a di giet-man a maakit.

S: My father is the gate man (gate keeper) at the market.

T: Dat a Tiicha uoba deso.

S: That is Teacher over there.

T: Fi-mi muma a di liida.

S: My mother is the leader.

T: The first horse is (a) race-horse.

S: Di fos haas a ries-haas.

C - 1

Conversation.

C - 2

Practice reading the first three stanzas of *Roas' Turkey*.

Gal, run go wash de jesta-pot,	Gyal, ron go wash di jesta-pat
Ketch up de fire, Fred,	Kech op di faya, Fred,
Tell Lou fe sen some seasonin'	Tel Luu fi sen som siiznin
Miss Marie turkey dead!	Mis Mari torki ded!

De turkey wake up hearty, and	Di torki wiek op haati, an
Was strolling bout de place,	Woz struclin bout di plies,
Wen him an Kate half-starvin dog	Wen him an Kiet haaf-staavn daag
Jus buck up face to face!	Jos bok op fies tu fies!

De turkey stop, de dog jaw drop,	Di torki stap, di daag jaa drap,
Him lick him mout an work i',	Him lik him mout an work i,
Him meck a robot-bomba dive,'	Him mek a ruobat bama daiv
An pounce dung pon de turkey!	An pouns dong pan di torki!

CYCLE 43

'This, That, These, Those'

M - 1

Disya buk a fi-mi.	'This book is mine'.
Dat-de buk a fi-yu.	'That book is yours'.
Mi no waan disya hat.	'I don't want this hat'.
Di mi dat-de hat deso.	'Give me that hat over there'.
Demya buk a fi-mi.	'These books are mine'.
Dem-de buk a fi-yu.	'Those books are yours'.
Mi no waan dem-de fish.	'I don't want those fish'.
Gi mi dem-de fish uoba deso.	'Give me those fish over there'.
Disya bwai a tiif, yunuo.	'This boy is a thief, do you know that?'.
Demya kuoknat haad, yusi.	'These coconuts are very hard'.

M - 2

T: Dat-de biebi a gyal.
S: That baby is (a) girl.

T: We yu a go wid disya daag?
S: Where are you going with this dog?

T: Charlie sat down under this tree.
S: Chaali sidong aanda disya trii.

T: I do not want those eggs; give me these.

S: Mi no waan dem-de eg; gi mi demya.

T: That man is (a) thief, indeed.

S: Dat-de man a tiif, yunuo.

M - 3

Insert the appropriate cue words in the sentence patterns given by your instructor.

T: Dat-de haas a ries-haas.	(This)	S: Disya haas a ries-haas.
	(These)	S: Demya haas a ries-haas.
	(Those)	S: Dem-de haas a ries-haas.
T: Shuo mi dem-de pat.	(These)	S: Shuo mi demya pat.
	(This)	S: Shuo mi disya pat.
	(That)	S: Shuo mi dat-de pat.
T: Jan se demya buut no gud.	(Those)	S: Jan se dem-de buut no gud.
	(That)	S: Jan se dat-de buut no gud.
	(This)	S: Jan se disya buut no gud.
T: Wa disya bwai a du?	(These)	S: Wa demya bwai a du?
	(Those)	S: Wa dem-de bwai a du?
	(That)	S: Wa dat-de bwai a du?

C - 1

Conversation.

C - 2

Practice the next two stanzas of Roas' Turkey.

Miss Marie bawl out, "Save de turkey",	Mis Mari baal out "Sieb di torki",
"Kill de dog!" po' Soul!	"Kil di daag!" puo Suol!
Two man run out fe help her, but	Tuu man ron out fi help har, bot
Dat time de turkey cole!	Dat taim di torki kuol!
Po Marie disa groan an sigh,	Puo Mari dis a gruon an sai,
An swear her heart stop beat,	An swier har haat stap biit,
She teck oat' wen de turkey cook	Shi tek uct wen di torki kuk
She hooden touch de meat!	Shi hudn toch di miit!

CYCLE 44

The Passive

M - 1

Di torki kuk aredi.	'The turkey is already cooked'.
Di pat ton yet?	'Has (the food in) the pot been stirred?'.
Jien se di biebi no bied yet.	'Jane says the baby has not been bathed'.
Disya fish naa sel.	'This fish is not being sold (is not for sale)'.
Di kori guot nyaam-aaf aredi.	'The curried goat has all been eaten up already'.
Di gyal frak tier-aaf.	'The girl's frock (dress) is torn off (her)'.
Wen Mis Marie torki gwain kuk?	'When is Miss Marie's turkey going to be cooked?'.
Mi nuo se di leta haid.	'I know that the letter has been hidden'.

M - 2

T: Yu frak mek yet?

S: Has your frock (dress) been made yet?

T: The curried goat is all eaten up.

S: Di kori-guot nyam-aaf aredi.

T: Dem-ya pitieta naa sel.

S: These potatoes are not being sold (not for sale).

T: Yu no si se dat-de frak tier?

S: Don't you see that that frock (dress) is torn?

T: Has the chicken been cooked?

S: Di chikin kuk yet?

C - 1

Conversation.

C - 2

Practice the last three stanzas of Roas' Turkey.

Me mout start sympat'ize wid her	Mi mout staat simpataiz wid har
An tell her sey she right,	An tel har se shi rait,
But hear me heart, "tenggad fe me	Bot hier mi haat, "tenggad fi mi
Belly gwine bus tenight".	Beli gwain bos tinait".
So run go beg Fan two stale bread,	So ron go beg Fan tuu stiel bred,
Beg Jane some coaknat-ile,	Beg Jien som kuoknat-ail,
Talk loud meck grudgeful Emma know	Taak loud mek grojful Ema nuo
Sey we gwine eat in style.	Se wi gwain iit in stail.
Dem sey, "Wen horse dead cow fat" an	Dem se, "Wen haas ded kou fat", an
"Puss laugh wen pear-tree fall",	"Pus laaf wen pier-trii faal",
So me gwine full me belly, wile	So mi gwain ful mi beli, wail
Miss Marie she dah bawl!	Mis Mari shi da baal!

C - 3

Practice using the two proverbs given in this poem.

1. Wen haas ded kou fat.

Meaning: What is misfortune for one person is good luck for another.

2. Pus laaf wen pier trii faal.

The meaning is about the same. The reference here is to the well-known predilection of cats for avocado pears.

CYCLE 45

More sentences with Mek

M - 1

Mek wi go op a ruod.	'Let's go up to the road'.
Mek mi tel yu sinting.	'Let me tell you something'.
No mek mi laaf, yaa, sa.	'Don't let me laugh, (do) you hear, sir'.
Mis Shati mek mi laas di moni.	'Miss Shatty caused me to lose the money'.
Mi muma mek mi kech a skuul liet.	'My mother caused me to get to school late'.
Busha lak di giet mek mi kudn get iin.	'Busha (the overseer) locked the gate so that I couldn't get in'.
Jan nak mi mek mi faaldong.	'John hit me causing me to fall'.
Emma haid di ayan mek mi kudn fain i.	'Emma hid the iron, so that I couldn't find it'.

M - 2

T: Mek wi go op a ruod.
S: Let's go up to the road.

T: Your brother caused me to fall.
S: Yu breda mek mi faaldong.

T: Mis Shati mek mi laas di moni.
S: Miss Shatty caused me to lose the money.

T: Don't let me laugh (do) you hear, sir.

S: No mek mi laaf, yaa, sa.

T: Disya bwai nak mi mek mi faaldong.

S: This boy hit me, causing me to fall.

T: That girl hid my iron, so that I couldn't find it.

S: Dat-de gyal haid mi ayan mek mi kudn fain it.

C - 1

Conversation.

C - 2

Take turns reading different stanzas of Roas' Turkey.

C - 3

Sing Kyari Mi Aki Go A Linstid Maakit.

CYCLE 46

The En Marker

M - 1

Jan en si wen mi kom.	'John saw when I came'.
Di biebi en a sliip.	'The baby was sleeping'.
Mi en nuo se im wuda go.	'I knew that he/she would go'.
Mieri en fain di bakl.	'Mary found the bottle'.
Mieri no en fain di bakl?	'Didn't Mary find the bottle?'.
Jan en pinch mi tel mi bout i.	'John told me in secret about it'.
Jan no en pinch mi tel mi bout i.	'John did tell me in secret about it!'
Mi en glad fi si dem.	'I was glad to see them'.
Yu no en glad fi si dem?	'Weren't you glad to see them?'.

M - 2

T: Di biebi en a sliip.

S: The baby was sleeping.

T: Wa di biebi en a du?

S: What was the baby doing?

T: I knew that she would come.

S: Mi en nuo se im wuda kom.

T: Mi en glad fi si unu.

S: I was glad to see you all.

T: I told Rose about it in secret.

S: Mi pinch Ruoz tel im bout i.

T: Kiet en kuk di chikin.

S: Kate cooked the chicken.'

M - 3

Give the corresponding marked (en) or unmarked form for the sentence given by your instructor.

T: Im tek taim kraal huom.	S: Im en tek taim kraal huom.
T: Di shak tek im iina bed.	S: Di shak en tek im iina bed.
T: Im en a ded fi kanfes.	S: Im a ded fi kanfes.
T: Im en triit di gyal laik daag.	S: Im triit di gyal laik daag.
T: Im a baal se im breda laas.	S: Im en a baal se im breda laas.
T: Im hog op Iemi?	S: Im en hog op Iemi?
T: Di gyal no en wash di pat.	S: Di gyal no wash di pat.

C - 1

Conversation.

C - 2

Listen as your instructor reads the poem Tram Car.

CYCLE 47

Aal /'Even'

The word aal 'all' is used in many ways in JC to mean "even". In this lesson you will practice some of these.

M - 1

Disya daag wi nyam aal kaan.	'This dog will eat (anything) even corn'.
Aal di biebi en go de tu.	'Even the baby went there too'.
Di biebi (an) aal en go de tu.	'Even the baby went there too'.
Mi go aal doun a Kraas Ruod.	'I went even down to Cross Roads'.
Di pikni-dem aal tier-aaf im frak.	'The children even tore her dress off (her)'.
Aal afta mi baal out, dem wudn help mi.	'Even after I had cried out, they wouldn't help me'.
Aal wen im fi siirias, him laaf.	'Even when he should be serious, he laughs'.

M - 2

T: Aal di biebi en go de tu.

S: Even the baby went there too.

T: Jan (an) aal en a luk fi yu.

S: Even John was looking for you.

T: I went even down to Cross Roads.

S: Mi go aal doun a Kraas Ruod.

T: The children even tore her dress off (her).

S: Di pikni-dem aal tier-saf im frak.

T: Aal wen mi tel im, im neba biliib mi.

S: Even when I told her, she didn't believe me.

C - 1

Conversation.

C - 2

Practice reading the first three stanzas of Tram Car.

Wat a way de tram-car pack up	Wat a wie di tram-kyaar pak op!
Se' anada front seat deh,	Si anada front siit de,
Poke de bankra ya, like 'ow is war	Puok di bangkra ya, laik ou iz waar
Me sidung any weh.	Mi sidong eniwe.
Dis ole 'oman can get a kotch,	Dis uol uman kyan get a kach
Se' seat yah ole lady -	Si siit ya, uol liedi.
Gu wey yuh musa tink yu wite,	Gu we yu mosa tingk yu wait,
Yuh favah hag mawmie.	Yu fieba hag maami.
De 'oman look 'traight 'pon de seat,	Di uman luk striet pan di siit,
Soh cut har y'eye an' pass	So kot har yai an paas
Gawn sidung side a red-kin man	Gaan sidong saida red-kin man
Ah tell yuh 'ow dem fas'.	A tel yu ou dem faas.

CYCLE 48

As.....so sentences

M - 1

Az mi si im so, mi dis lob im.	'As soon as I saw her,I just fell in love with her'.
Az Jan kom so, mi a go a mi bed.	'As soon as John comes,I am going to my bed'.
Az Mieri iit don so, im drap asliip.	'As soon as Mary finishes eating, she falls asleep'.
Az dat-de manggo drap, mi a nyam i.	'As soon as that mango falls, I am going to eat it'.
Az di pikni kom so, dem kech im biit im.	'As soon as the child arrived, they took her and beat her'.
Az mi sidong so, Tiicha kaal mi fi kom op a blakbuod.	'As soon as I took my seat,Teacher called me up to the blackboard'.

M - 2

T: As soon as he comes,I will tell you.

S: Az im kom so, mi wi tel yu.

T: Az di kuoknat drap so, yu pik i op.

S: As soon as the coconut fell, you picked it up.

T: As soon as I arrived, he went away.

S: Az mi kom so, im go-we.

T: As soon as I sat, she told me to stand up.

S: Az mi sidong so, im tel mi fi tanop.

T: Az Ruoz kech a yaad so, di pikni-dem staat baal.

S: As soon as Rose reached home, the children began to cry.

C - 1

Conversation.

C - 2

Practice reading the next three stanzas of Tram Car.

As dem kin tun lickle from black	Az dem kin ton likl fram blak
Dem start believe dem nice,	Dem staat biliib dem nais,
Cock-uo dem nose 'pon black people	Kakop dem nuoz pan blak piipl
An gwan like poun' a rice.	An gwaan laik poun a rais.

Noh look roun' 'pon me, watch yuh face,	No luk roun pan mi, wach yu fies,
It ugly lika sin,	I ogli laika sin,
Yuh nose bex wid yu tap-lip	Yu nuoz beks wid yu tap-lip
An' yuh t'roat t'ief wey yuh chin.	An yu truot tiif-we yu chin.

Is wat de man a sey? Lawd sah	Iz wat di man a se? Laad sa
Yuh musa har te-tes,	Yu mosa har te-tes,
Goh gi de babar man some food	Go gi di baaba-man som fuud
Yuh head favah bud nes'.	Yu hed fieba bod nes.

CYCLE 49

Neba....gud sentences

In this lesson you will learn an alternate form of the construction learned in Cycle 48. Note the distinction in the use of neba and naa in these sentences. Neba is used for past, and no and naa for all sentences which do not express past time. The same ideas are expressed as in Cycle 48.

M - 1

Mi neba si im gud, mi dis lob im.	'No sooner did I see her than I fell in love with her'.
Jan naa kom gud, mi a go a mi bed.	'As soon as John comes, I am going to my bed'.
Mieri no iit don gud, im drap asliip.	'As soon as Mary finishes eating, she falls asleep'.
Dat-de manggo naa drap gud, mi a nyam i.	'As soon as that mango falls, I am going to eat it'.
Di pikni neba kom gud, dem kech im biit im.	'As soon as the child arrived, they took her and beat her'.
Mi neba sidong gud, Tiicha kaal mi fi kom op a blakbuod.	'No sooner did I take my seat than Teacher called me up to the blackboard'.

M - 3

Give the corresponding sentence to the 'Az....so' or 'neba....gud' utterances given by your instructor.

T: Mi naa kech de gud, mi a tel im.

S: Az me kech de so, mi a tel im.

T: Az di kuoknat drap so, yu pik i op.

S: Di kuoknat neba drap gud, yu pik i op.

T: Mi neba kom gud, im gitop go-we.

S: Az mi kom so, im gitop go-we.

T: Az mi sidong so, im tel mi fi tanop.

S: Mi neba sidong gud, im tel mi fi tanop.

T: Ruoz neba kech a yaad gud, di pikni-dem staat baal.

S: Az Ruoz kech a yaad so, di pikni-dem staat baal.

C - 1

Conversation.

C - 2

Continue with the next two stanzas of Tram Car.

I know ah black, but all like me	A nuo a blak, bot aal laik mi
Doan count fe fe yuh colla,	Duon kount fi fi-yu kola,
Ax Mary yah, my fambily	Aks Mieri ya, mi fambili
Full up wid malatta.	Ful op wid malata.

My mumma puppa sista chile	Mi muma pupa sista chail
Have pickney fe a Jew,	Hab pikni fi a Juu,
An' de pickney come out fair	An di pikni kom out fier
skin	skin
Wid betta hair dan yuh.	Wid beta hier dan yu.

C - 3

Sing the song *Sammy Dead*.

CYCLE 50

Hafi sentences

In this cycle you will learn the use of the word hafi 'must' 'have to', alone and in combination with other helping verbs.

M - 1

Yu hafi go a shap fi mi.	'You have to go to the shop for me'.
Yu no hafi go nowe, yaa.	'You don't have to go anywhere, do you hear?'.
Unu wi hafi tek di shaat-kot.	'You all will have to take the short cut'.
Muma se Mieri no en hafi go.	'Mother said that Mary did not have to go'.
Mi nuo se Jan mos hafi tel im.	'I know that John would have to tell her'.
Jien wuda en mos hafi shuo Kieti di leta.	'Jane would have had to show Katie the letter'.
If mi en kech im, im wuda en hafi baal.	'Had I caught her, she would have had to cry'.
Wen mi don wid demya kluoz, dem wi mos hafi kliin.	'When I have finished with these clothes, they will have to be clean'.

M - 2

T: Jien hafi ton di pat fi mi.

S: Jane has to stir (the food in) the pot for me.

T: You will have to write a letter to the overseer.

S: Yu wi hafi rait wan leta tu di busha.

T: If mi en si yu, mi wuda en hafi gi yu sinting.

S: Had I seen you, I'd have had to give you something.

T: Yu en hafi shuo im di leta?

S: Did you have to show her the letter?

T: Mis Kieti no mos hafi pie fi di buk!

S: Miss Katie had to pay for the book!

T: I just had to send her some money.

S: Mi dis hafi sen im som moni.

C - 1

Conversatinn.

C - 2

Practice reading the last three stanzas of Tram Car.

My mumma puppa sista chile	Mi muma pupa sista chail
Have pickney fe a Jew,	Hab pikni fi a Juu,
An' de pickney come out fair skin	An di pikni kom out fier skin
Wid betta hair dan yuh.	Wid beta hier dan yu.
Me fadah mahda husban' was	Mi faada mada hozban woz
A blue eye Englishman,	A bluu ai Ingglishman,
An' me son wat gone to war married	An mi son wat gaan tu waar marid
A gal from Irelan'.	A gyal fram Ayalan.

Soh me noh frighten fe yuh face	So mi no fraitn fi yu fies
Yuh do well fe come off	Yu du wel fi kom aaf
Before yuh mock de peeple pon	Bifuor yu mek di piipl pan
De tram car dead wid laff.	Di tram kyaar ded wid laaf.

CYCLE 51

A Inversion : Subject

M - 1

A Sta Kiet tek di baaskit.	'It was sister Kate (who) took the basket'.
A mi breda pik di bredfruut.	'It was my brother (who) picked the breadfruit'.
A Jan tel mi wa dakta se.	'It was John (who) told me what the doctor said'.
A Maas Jaaj a taak de nou.	'It's Mr. George speaking there now'.
A Henri plaan dem-de kaan.	'It's Henry (who) planted the (patch of) corn'.
A mi put i doun de, no toch i.	'It's I (who) put it down there, don't touch it'.
A Mis Shati brok di pat.	'It was Miss Shatty (who) broke the pot'.

M - 2

T: It was I who told him so.

S: A mi tel im so.

T: A Kyasi wash di kluoz-dem yeside.

S: It was Cassie who washed the clothes yesterday.

T: A Busha lak di giet, yunuo.

S: It was the overseer who locked the gate, you know.

T: It was Parson who showed me your home.

S: A Paasn shuo mi yu yaad.

T: It is mother who is sitting under the tree there.

S: A mma sidong aanda di trii de.

C - 1

Conversation.

C - 2

Take turns reading 'Tram Car'. Then try acting out the incident.

C - 3

Listen to the words and music of Why Woman Grumble So. Hum and tap in tune with it. The refrain is: Waan Muor Moni 'Wants More Money'.

Learn the proverbs:

1. Ebri uol huo hab im tik a bush.

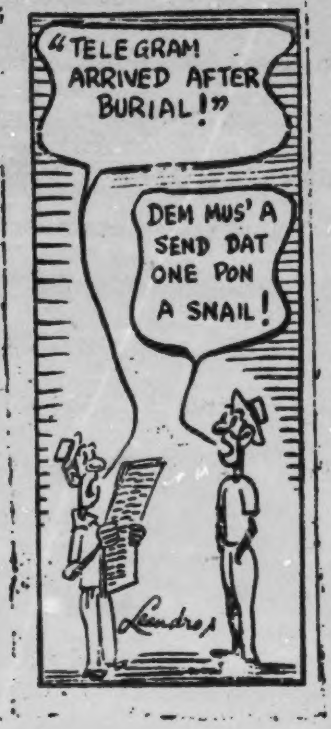
Meaning: Everybody has his life partner somewhere or other.

(Lit. Every old hoe has his stick (handle) in the bushes).

2. Taim langga dan ruop.

Meaning: The wrongs you do will catch up with you some day.

(Lit. Time is longer than rope).


"TELEGRAM ARRIVED AFTER BURIAL!"
DEM MUS' A SEND DAT ONE PON A SNAIL!
Leandro

A: "Teligram arraiv afta berial".

B: Dem mosa sen dat-de wan pan sniel.

CYCLE 52

A Inversion : Object

M - 1

A Tamas mi gi di moni.	'It was Thomas whom I gave the money to'.
A Siera Chaali gwain marid?	'Is it Sarah (whom) Charlie is going to marry?'.
A di pikni-dem mi a kuk i fa.	'It is the children I am cooking it for'.
A kuoknat wata dem gi wi fi drink.	'It was coconut water (that) they gave us to drink'.
A siks luod a banaana im draa sins maanin?	'Is it six loads of banana that he has drawn (carried) since morning?'.
A ten yam hil di bwai tiif out a Misa Broun groun.	'It's ten hills of yams the boy stole from Mr. Brown's field'.

M - 2

T: A mi im bai di kyaar fram.
S: It was I he bought the car from

T: Was it her sister she told that lie?
S: A im sista im tel dat-de lai?

T: A trii guot Piita kyari go sel a maakit.
S: It's three goats Peter took to sell in
the market.

T: A di hous mi a go swiip nou.
S: It's the house I am going to sweep now.

T: Mieri gaan a shap fi bai shuga.	(Shuga)	S: A shuga Mieri gaan a shap fi bai.
T: Unu en a taak bout Jan?	(Jan)	S: A Jan unu en a taak bout?
T: Ruut chap op di Krismos ham.	(di Krismos ham)	S: A di Krismos Ham Ruut chap op?
T: Jaaj kil Henri daag yeside.	(Henri daag)	S: A Henri daag Jaaj kil yeside.
T: Bra Koni tiif Ongkl Ruufos dangki.	(Ongkl Ruufos dangki)	S: A Ongkl Ruufos dangki Bra Koni tiif.
T: Kieti-dem wash out di jesta pat.	(di jesta pat)	S: A di jesta pat Kieti-dem wash out.

C - 1

Conversation.

C - 3

Join in singing the song Why Woman Grumble So?

CYCLE 53

A Inversion : Predicate Verb

M - 1

A waak mi waak kom ya.	'It's by walking that I came here'.
A no tiif Sami tiif mek im ded.	'It's not because he stole that Sammy is dead'.
A plie mi en a plie wid dem.	'I was merely playing with them'.
A biit Tiicha a biit dem pikni?	'Is Teacher actually beating those children?'.
A kiba im kiba op di jesta pat.	'She has actually covered up the jester pot'.
A bon Maas Juo bon doun im hous.	'Mr. Joe actually burned down his house'.
A lak Busha lak di giet?	'Has Busha actually locked the gate?'.
A rait mi a rait wan leta.	'I am merely writing a letter'.

M - 2

T: A ron yu ron go a skuul?

S: Did you actually run to school?

T: A gi Jan gi mi im tranzista.

S: John actually gave me his transistor (radio).

T: A kliin mi a go kliin hous nou.

S: I am about to clean the house now.

T: Are you all actually begging me for mangoes?

S: A beg unu a beg mi fi manggo?

T: Did Charlie actually tear up the letter?

S: A tierop Chaali tierop di leta?

OR A tier Chaali tierop di leta?

M - 3

Give the corresponding inverted sentence for the utterance your instructor gives you using the cues.

T: Jan a plie wid di pikni-dem.	(plie)	S: A plie Jan a plie wid di pikni-dem.
T: Jan a plie wid di pikni-dem.	(di pikni-dem)	S: A di pikni-dem Jan a plie wid.
T: Jan a plie wid di pikni-dem.	(Jan)	S: A Jan a plie wid di pikni-dem.
T: Kozn Jien nak Jak pan im fut.	(nak)	S: A nak Kozn Jien nak Jak pan im fut.
	(Jak)	S: A Jak Kozn Jien nak pan im fut.
	(Kozn Jien)	S: A Kozn Jien nak Jak pan im fut.
T: Sta Kiet a brok pimenta a groun.	(Pimenta)	S: A pimenta Sta Kiet a brok a groun.
	(brok)	S: A brok Sta Kiet a brok pimenta a groun.

T: Sta Kiet a brok pimenta a groun.	(Sta Kiet)	S: A Sta Kiet a brok pimenta a groun.

C - 1

Conversation.

C - 2

Listen as your instructor reads the poem Uriah Preach!

C - 3

Sing the song: Why Woman Grumble So?

CYCLE 54

A Inversion: Predicate Adjective

M - 1

A grojful Sami grojful mek im ded.	'It's on account of being envious that Sammy is dead'.
A tiif Maas Chaali tiif mek im a sel fi-im fish so dier.	'It's because Mr. Charlie is a thief that he sells his fish so dear'.
Yu miin a beks yu beks wid mi?	'Do you mean (to tell me) that you are really angry with me?'.
A no sik mi sik. Mi dis tayad.	'It's not that I am sick; I am just tired'.
A kuol yu kuol mek yu a wam son?	'Is it on account of being cold that you are getting warm in the sun?'.
A fuul Ruut fuul mek im chap op di uman ham.	'It's because Ruth is foolish that she chopped up the woman's ham'.

M - 2

T: A beks Jiems beks wid unu?

S: Is it that James is angry with you all?

T: A sari mi sari fi dem.

S: It's because I am sorry for them.

T: It's because Mis Katie is foolish.

S: A fuul Mis Kieti fuul.

T: It's because she is ill, not that she's late.

S: A sik im sik, a no liet im liet.

M - 3

Convert the utterances given by your instructor corresponding A - inversion form, using the cue word given.

T: Di pikni-dem fala mi kom ya.	(mi)	S: A mi di pikni-dem fala kom ya.
T: Di haas get-we out a di staal.	(get-we)	S: A get-we di haas get-we out a di staal.
T: Wi en honggri, sa.	(honggri)	S: A honggri, wi en honggri, sa.
T: Yu miin se Pupa ded?	(ded)	S: Yu miin se a ded Pupa ded?
T: Unu redi aredi?	(redi)	S: A redi unu redi aredi?
T: Mieri fain Sta Iemi pan.	(Mieri)	S: A Mieri fain Sta Iemi pan.

C - 1

Conversation.

C - 2

Learn the first three stanzas of Uriah Preach!

Fe me fambly is noh peaw-peaw	Fi mi fambli iz no pyaa-pyaa
Me data Sue dah teach,	Mi daata Suu da tiich,
An wen rain fall or person sick,	An wen rien faal aar paasn sik,
Me son Uriah preach.	Mi son Yuraya priich.

Sunday gawn rain come soh till	Sonde gaan rien kom so til
Parson	Paasn
Couldn' leff from out him yard,	Kudn lef fram out him yaad.
People did eena church and soh	Piipl did iina choch an so
Uriah get wey bread.	Yuraya gat-we braad.
Him climb up pon de pulpit,	Him klaim op pan di pulpit,
him lean	him liin
Ovah an look dung,	Uoba an luk dong,
Him look pon all we enemy	Him luk pan aal wi enimi
An lash dem wid him tongue.	An lash dem wid him tong.

CYCLE 55

A Inversion : Adverbial Modification

M - 1

A doun ya Jan-dem lib nou.	'It's down here that John and his bunch live now'.
A siem-wie di gyal-dem en a gwaan.	'It's the same way that the girls were behaving'.
A nou di bout-dem dis a kom iin.	'It's only now that the boats are coming in'.
A rait yaso di riba wash-we Kozn Juo.	'It's right at this spot that the river washed Cousin Joe away'.
A yeside mi tel im no fi go bak de, yunuo.	'It was (only) yesterday (that) I told him not to go back there, you know'.
A so nomo Breda Boti taak.	'It's only so that Brother Bertie talks'.

M - 2

T: A aanda di tiebl mi fain im

S: It's under the table that I found her.

T: A iina Iemi bed im ron go haid.

S: It's in Amy's bed that she ran to hide.

T: It's only so those children behave.

S: A so nomo dem pikni gwaan.

(or) A dem-wie-de nomo di pikni-dem gwaan.

T: It's three weeks now that Miss Beck has gone.

S: A trii wiik nou Mis Bek gaan.

T: It's up the road they are dancing,

S: A op a ruod dem a dans.

C - 1

Conversation.

C - 2

Practice reading the next three stanzas of Uriah Preach.

De fus one him teck awn was Lize	Di fos wan him tek aan woz Laiz
Who tel de lie pon me,	Huu tel di lai pan mi,
Him stare eena har face an' sey	Him stier iina har fies an se
"Thou art de mouti-mouti"	'Dou aat di mouti-mouti".

Him sey "thou art de meddlesam,	Him se "dou aat di medlsam,
Thou art de rowasam!"	Dou aat di rowasam!"
An den him look pon me an sey	An den him luk pan mi an se
"Thou art de slaughtered lamb".	"Dou aat di slaatord lam".

Him teck awn teacher Brown, for wen	Him tek aan tiicha Broun, faar wen
Him was a lickle tot,	Him woz a likl tat
Teacher beat him one day because	Tiicha biit him wan die bikaaz
Him call teacher "top-knot".	Him kaal tiicha "tap-nat".

C - 3

Sing the song: Di Riba Ben Kom Doun. The refrain is:

Waayo, Waayo, Waayo, Den a hou yu kom uoba?

'Oh, oh, oh, oh, oh, oh, Then how did you come over?'

CYCLE 56

A Inversion : Equating Sentences

M - 1

A huu dat? A Bra Jaaj.	'Who is that? It's Brother George'.
A wa dis? A manggo.	'What's this? It's (a) mango'.
A wichwan dis? A Mis Kieti bwai dis.	'Which one is this? This is Miss Katie's son'.
A huufa buk dat?	'Whose book is that?'.
A fi Maas Hari kyaat dis?	'Is this Mr. Harry's cart?'.
A huu dat sidong pan di tomp de?	'Who is that sitting on that stump?'
A wa dat lidong a di banaana ruut?	'What's that lying at the root of the banana tree?'.
A huufa frak dat pan di lain?	'Whose dress is that on the line?'

M - 2

T: A wa dat?

S: What is that?

T: Whose basket is that on the table?

S: A huufa baaskit dat pan di tiebl?

T: What is that in the basket?

S: A wa dat iina di baaskit?

T: Who is that standing at the gate?

S: A huu dat tanop a di giet?

T: What's this in your hand?

S: A wa dis iina yu han?

C - 1

Contersation.

C - 2

Practice reading the next four stanzas of Uriah Preach!

Soh Riah get him revenge now	So Raya get him rivenj nou
For him stare straight pan Brown	Faar him stier striet pan Broun
An sey "Let him dat sittet' on	An se "Let him dat sitet an
De house top not come down"	Di hous-tap nat kom doun".
Riah tun pon Butcha Jones who noted	Raya ton pan Bucha Juonz huu nuotid
Fe sell all scrapses meat	Fi sel aal skrapsiz miit
An sey "Thou shalt not give thy	An se "Dou shalt nat giv dai
neighbours	niebaz
Floolooloops to eat!"	Flulululps tu iit!"

Him tell dem off, dem know is dem,	Him tel dem aaf, dem nuo iz dem,
Dem heart full to di brim	Dem haat ful tu di brim
But as Uriah eena pulpit,	Bot az Yuraya iina pulpit
Dem kean back-ansa him.	Dem kyaan bakansa him.
So wen chu'ch memba mel me	So wen choch memba mel mi
A doan ansa till it reach	A duon ansa til i riich
A rainy day wen parson stay	A rieni die wen paasn stie
home	huom
An Wen Uriah preach.	An wen Yuraya priich.

C - 3

Sing the song Chi-chi bod.

CYCLE 57

A Inversion : Questions

M - 1

In the last cycle you learned one group of questions (in equating sentences) in which the a inversion was used. Actually, partial questions which use an introductory question word are more often expressed in this form than in the form without a . However, you must learn both.

Huu put i de?	A huu put i de?	'Who put it there?'
Wa Anti sen fi mi?	A wa Anti sen fi mi?	'What has Auntie sent for me?'
Hou demya likl so?	A hou demya likl so?	'How is it that these are so little?'
We yu muma gaan?	A we yu muma gaan?	'Where has your mother gone?'
Wen im se im a kom bak?	A wen im se im a kom bak?	'When did he/she say he/she is coming back?'
Homoch Jan waan fi di kou?	A homoch Jan waan fi di kou?	'How much does John want for the cow?'
Wa briiz bluo yu ya?	A wa briiz bluo yu ya?	'What breeze has blown you here?'
Wichwan a di shetpan yu gi im?	A wichwan a di shetpan yu gi im?	'Which of the 'shutpans' did you give him/her?'

M - 2

Give the "A" inversion questions corresponding to the ones given by your instructor.

T: Who is that up in the tree?

S: A huu dat op iina di trii?

T: Where is your father living now?

S: A we yu pupa a lib nou?

T: How much corn is there in the bag?

S: A homoch kaan de iina di bag?

T: When are you all going to pay me for my eggs?

S: A wen unu a (go) pie mi fi mi eg-dem?

T: What is that under the bed?

S: A wa dat aanda di bed?

T: What's wrong with you?

S: A wa du yu?

C - 1

Conversation.

C - 2

Take turns reading Uriah Preach.

C - 3

Sing Fan Mi Soja Man.

CYCLE 58

No Inversion: Rhetorical Sentences

M - 1

In cycle 35 you learned the use of no in rhetorical sentences to express emphasis or to assert a fact contrary to expectation. You will now practice the rhetorical form of inverted sentences of this type.

No Mieri rait di leta fi Jan!	'It was Mary who wrote the letter for John'.
No six baks a pimenta mi pik tide!	'It's six boxes of pimento I picked today'.
No manggo dem gaan luk!	'It's mangoes they have gone to look for'.
No faaldong mi faaldong brok mi han!	'It's by falling that I broke my hand'.
No fuul Ruut fuul mek im chap op di ham!	'It's because Ruth is foolish that she chopped up the ham'.
No Bra Jaaj tel me wa yu se!	'It was Brother George who told me what you said'.
No iina kichin mi fain im a sliip!	'It's in the kitchen I found him sleeping'.

M - 3

Give the no inversion form of the utterance your instructor will give you, using the cue word.

T: I am writing Mary a letter.	(Mary)	S: No Mieri mi a rait wan leta!
T: It's because Mr. Charlie is envious.	(grudgeful. envious)	S: No grojful Maas Chaali grojful!
T: I returned from Kingston only yesterday.	(yesterday)	S: No yeside nomo mi kom bak fram Kingston!
T: I was sick, and so I didn't come.	(sick)	S: No sik mi (en) sik mek mi neba kom!
T: John sent his brother to call me.	(John)	S: No Jan sen im breda kom kaal mi!

C - 1

Conversation.

C - 2

Read in chorus the poem C'rismus Ham.

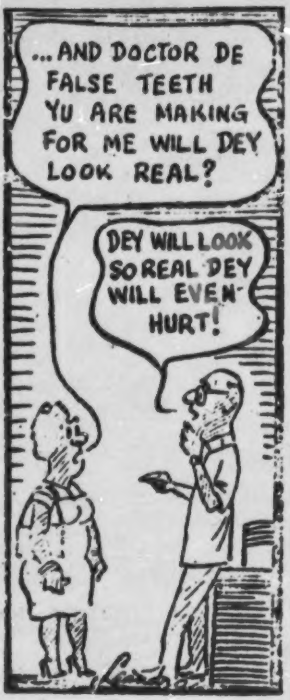
C - 3

Learn the following proverbs:

1. Hat niigl bon tred. (Lit. A hot needle burns the thread). This is the Jamaican version of the English "Haste makes waste".

2. Griidi chuok popi. (Lit. Greed makes the puppy choke). Meaning: If you are intemperate in anything, you will suffer for it.

3. Waak fi notn beta dan sidong fi notn. (Lit. To walk aimlessly is better than aimlessly standing still). If you have no definite goal in mind, it's usually better to be on the move.


...AND DOCTOR DE FALSE TEETH YU ARE MAKING FOR ME WILL DEY LOOK REAL?
DEY WILL LOOK SO REAL DEY WILL EVEN HURT!

A: An Dakta, di faals tiit we yu a mek fi mi, dem a go luk riil?

B: Dem wi luk riil so tel dem wi aal hat yu!

CYCLE 59

The articles di and wan with verbs

It is not possible in English for the articles 'the' and 'a' to be followed by verb forms, unless those verbs are converted into nouns by the addition of a nominalizing suffix. In JC, however, the verb in the inverted phrase may be preceded by either di or wan. Practice the following sentences.

M - 1

Aal di kaal mi kaal im, im wudn kom.	'Though I called him/her repeatedly, he/she wouldn't come'.
Aal di shuo mi shuo im, im stil kudn laan.	'Though I showed her over and over again, she still couldn't learn'.
Aal di waak wi waak, wi neba kech de til dos.	'Though we walked and walked, we didn't arrive there till dusk'.
Di tretn dem tretn Babi, im ron-we go a toun.	'Because they threatened Bobby, he ran away to town'.
Wan ton Maas Chaali ton di bokit, di hanggl pap aaf.	'No sooner did Mr. Charlie turn the bucket than the handle broke off'.
Wan baks Mis Mieri baks nayah, im gitop kwiktaim go chap di wud.	'Miss Mary boxed Uriah so sharply, he got up immediately and went to chop the wood'.
Wan chap Juo chap di trii, i faaldong.	'Joe gave the tree a single chop, making it fall'.
Di aks mi aks Misa Boti fi di moni, im kos mi draib mi we.	'I merely asked Mr. Bertie for the money, (and) he cursed me and drove me away'.

M - 3

Turn these sentences into alternate ones, using the pattern you have just learned.

T: Mi tel im and tel im, bot im neba andastan.
S: Aal di tel mi tel im, im neba andastan.

T: Juo kos Mis Ema yusi, bot Mis Ema neba se a wod.
S: Aal di kos Juo Kos Mis Ema, Mis Ema neba se a wod.

T: Dakta juk di biebi wan taim nomo, an im get beta.
S: Wan juk Dakta juk di biebi, im get beta.

T: Az di bwai fling afta di manggo so, wan daag tek afta im.
S: Di fling di bwai fling afta di manggo, wan daag tek afta im.

T: Sta Kiet waan unu nof taim, but unu naa lisn.
S: Aal di waan Sta Kiet waan unu, unu naa lisn.

T: Jaaji so sik, dem dis hafi put aaf di wedn.
S: Di sik Jaaji sik, dem hafi put aaf di wedn.

C - 1

Conversation.

C - 2

Read Uriah Preach.

C - 3

CYCLE 60

More *fi* Sentences

M - 1

I no gud fi taak ebriting yu hier.	'It's not good to talk all you hear'.
I no iizi fi fain aki disya taim a yier.	'It's not easy to find ackees at this time of the year'.
Demya fish a fi mi pikni-dem fi iit; dem no fi sel.	'These fish are for my children to eat; they are not to be sold'.
Dem gyal de kwik fi tries yu, yusi.	'Those girls are ever ready to abuse you'.
Misis, mi glad fi hier hou yu a gwaan.	'My dear, I am glad to hear of your progress'.
A bara im bara aal dem kluoz fi go marid.	'He borrowed all those clothes to get married in'.
Dat-de naif no en mek fi yuuz so.	'That knife wasn't made to be used like that'.

M - 2

T: Dis kain a fish gud fi iit?

S: Is this kind of fish good to eat?

T: Are you glad to see me, Miss Ettie?

S: Yu glad fi si mi, Mis Eti?

T: They are ready to curse us off, aren't they?

S: Dem kwik fi kos wi aaf, iing?

T: Mi sari fi si we yu kom doun tu.

S: I am sorry to see what you have come down to.

T: How happy you all are to eat off all my ackee.

S: Wat-a-wie unu glad fi nyam-aaf aal a mi aki.

C - 1

Conversation.

C - 2

Listen as your instructor reads the poem Ice Cream. You should now be able to understand, with little or no explanation. Try putting it in your own words in Creole.

C - 3

Join in singing Right Through, Right Through The Rocky Road. One member of the group should be the bomma.

CYCLE 61

Comparison

M - 1

Fi-im han saafn di piiz muor an fi-mi uon, mam.	'Her hands (Lit. soften the peas more) make the peas softer than mine, mam'.
Demya pier beta an dem-de uoba deso.	'These pears are better than those over there'.
Dat-de biebi kraas laka was.	'That baby is as cross as a wasp'.
Im ogli siem laka patu.	'He/she is as ugly as a patoo (owl)'.
Nowe no de haada an Jumicka.	'There is no place harder than Jamaica'.
Nobadi no de fata an Mis Emi.	'There is none fatter than Miss Emmie'.
Bucha Juons tiif no pus.	'Butcher Jones is as thieving as a cat'.
Mis Shati biebi ogli no patu.	'Miss Shatty's baby is as ugly as a patoo'.
Di kori guot hat no pepa.	'The curried goat is as hot as pepper'.

M - 2

T: Mis Bek breda tiif no pus.

S: Mis Beck's brother is as thieving as a cat.

T: Di biebi kraas no was.

S: The baby is as cross as a wasp.

T: The new Teacher is as good as gold.

S: Di nyuu Tiicha gud no guol.

T: The ginger beer is as bitter as gall.

S: Di jinja bier bita no gaal.

T: Notn no de swiita an honi.

S: There is nothing sweeter than honey.

T: There is none kinder than my mother.

S: Nobadi no de kaina an mi muma.

T: There is no place hotter than Kingston.

S: Nowe no de hata an Kingston.

C - 1

Conversation.

C - 2

Practice the first three stanzas of Ice Cream.

Me have one joke fe gi yuh chile,	Mi hab wan juok fi gi yu chail
Me goh spen' one day wid smady,	Mi go spen wan die wid smadi
As me step een, before ah warm	Az mi step iin, bifuor a waam
a chair	a chier
She start show off pon me.	Shi staat shuo aaf pan mi.

Hear har, "I makin' cream today,	Hier har, "a mekin kriim tide,
We'll have it for dessert.	Wi wi hab i fi dizot,
It's apricots and pears." Same time	Iz ieprikat an piez." Siem taim
Water full up me mout.	Waata ful op mi mout.
Wen dinner dun me leff y'eye start	Wen dina don mi lef yai staat
Fe jump jus like it mad.	Fi jomp jos laik i mad.
Hear de 'oman "De cream won't freeze at all	Hier di uman "Di kriim wuont friiz at aal
De bucket mus be bad."	Di bokit mos bi bad."

CYCLE 62

Kya/'care'
No kya...!/No matter..!

M - 1

Ongkl Juo se im no kya wa unu waan du.	'Uncle Joe says he doesn't care what you all want to do'.
Mi no kya if unu waan nyam aaf aal di swiiti.	'I don't care if you want to eat up all the candy'.
Yu tingk mi kya notn bout unu?	'Do you think I care one bit for you all?'.
No kya we im ton, a di siem ripuot im hier.	'No matter where he goes he hears the same report'.
No kya huu naa go, mi shuor fi di de.	'No matter who doesn't go I will surely be there'.
No kya if pupa waan biit me, mi naa tel im we mi haid di moni.	'No matter whether (my) father beats me, I won't tell him where I hid the money'.
No kya we yu go, mi wi fain yu.	'No matter where you go, I will find you'.

M - 2

T: No kya hou im baal out, nobadi wudn help im.

S: No matter how (loudly) he/she cried, no one would help him/her.

T: Mi no kya huu put i de; yu muuv i.

S: I don't care who put it there; you move it.

T: I don't care what you are doing; come here now.

S: Mi no kya we yu a du; kom ya nou.

T: Do you think he cares where you go?

S: Yu tingk se im kya we yu go?

T: James doesn't care what happens to his mother.

S: Jiems no kya wa hapn tu im muma.

C - 1

Conversation.

C - 2

Practice the next three stanzas of Ice Cream.

As she sey soh she buck har leff foot,	Az shi se so shi bok har lef fut
An' anada 'oman sneeze.	An anada uman sniiz
Me sey to meself dis a real bad luck	Mi se tu miself dis a riil bad lok
De po cream naw go freeze.	Di puo kriim naa go friiz.
She sen go borrow a bucket,	Shi sen go boro a bokit
An de 'ole a we gi a han,	An di uol a wi gi a han,
Me tun, she tun, anada 'oman tun,	Mi ton, shi ton, anada uman ton,
Den we open de bucket pan.	Den wi uopn di bokit pan.

But all de tun we bena tun	Bot aal di ton wi ben a ton
Believe me wud Miss Kate,	Biliib mi wod Mis Kiet,
De ice cream an my mout was in	Di ais kriim an mi mout woz iin
De same watery state.	Di siem waatari stiet.

C - 3

Sing the song: *Fan Me Solja Man*.

CYCLE 63

Bizniz/'to be concerned with'

M - 1

Mi no bizniz wid unu.	'I have nothing to do with you all'.
Yu nuo se yu no bizniz a Mis Klem yaad?	'Do you know that you have no right at Miss Clem's home?'.
Misa Klaak no bizniz wid maakit moni no muor.	'Mr. Clarke no longer looks about the market money'.
Haas no bizniz a kou fait, faar im no gat haan (Proverb).	'Horse has no right at cow's fight, for he has no horns'.
Jan se unu no bizniz doun ya; unu fi gowe.	'John says you all have no right being here; you must go away'.
Yu bizniz wid dem, duo?	'Have you anything to do with them, though'.
Afta unu no bizniz wid mi; we unu no lef mi aluon?	'But you all have nothing to do with me; why not leave me alone?'.
Di wie dem-de pikni fresh, mi no bizniz wid dem ataal.	'Those children are so impudent, I want to have nothing to do with them at all'.
A gud! Yu neba bizniz de! We yu go de fa?	'Serves you right! You had no right there. Why did you go there?'.

C - 1

Conversation.

C - 2

Finish the poem Ice Cream.

She keiba it up and pack some ice,	Shi kiba i op an pak som ais
An' put it outa yard,	An put i outa yaad,
An' sey she hope dat by nightfall	An se shi huop dat bi naitfaal
De wata wi freeze hard,	Di waata wi friiz haad.
It keiba up deh de 'ole day,	I kiba op de di uol die
Till evenin' start fe fade;	Til iibnin staat fi fied;
Wen nite come she t'row out de cream,	Wen nait kom shi truo out di kriim,
An' drink it fe lemonade.	An dringk i fi lemanied.
It did sweet me, but as me nevah	I did swiit mi, bot az mi neba
Undah me owna shed,	Anca mi uona shed,
Me wait till me ketch outa street an den	Mi wiet til mi kech outa striit an den
Me laff till me neally dead.	Mi laaf til mi nieli ded.

CYCLE 64

Tikya/Take care lest'
Main/'Mind you don't'

M - 1

Tikya yu go doun a goli, yunuo.	'Take care lest you go down to the gully, you know'.
Tikya yu no kom bak, yunuo.	'Take care lest you don't return, you know'.
Tikya dem fuul yu op, yaa.	'Take care lest they fool you, do you hear?'.
Main yu tel Mis Bek wa 'mi se.	'Be sure you don't tell Miss Beck what I have said'.
Main di lim brok we wid yu.	'Take care lest the limb breaks away with you'.
Main yu no kyari di dangki go a pan, yunuo.	'Be sure you take the donkey to the pond, you know'.
Tikya a no yu Mis Ema sen kom kaal, yunuo.	'Take care lest it's not you Miss Emma sent to call, you know'.
Main unu tel Sta Kiet wa Kozn Kyari se.	'Be sure you don't tell Sister Kate what Cousin Carrie said'.

M - 2

T: Tikya yu no rait mi, yunuo.
S: Take care lest you don't write me, you know.

T: Take care lest you come late, you know.

S: Tikya yu (kom) liet, yunuo.

T: Be sure you don't pick any of the limes, you know.

S: Main yu pik eni a di laim, yunuo.

T: Be sure you don't eat any of the mangoes, you know.

S: Main yu iit eni a di manggo, yunuo.

T: Tikya yu giwe di popi-dem.

S: Take care lest you give the puppies away.

T: Take care lest you make them drown.

S: Tikya yu mek dem droun.

C - 1

Conversation.

C - 2

Take turns reading Ice Cream.

C - 3

Learn these proverbs:

1. Ef yu truo tuon a hagpen, di wan we baal, a him i nak. (Lit. If you throw a stone into a hogpen and one (of the pigs) bawls, that's the one it hits).

Meaning: Only the guilty person is hurt when vague reference is made to his offense.

2. **Chikin a bush kyaan bwail suup.**

(Lit. A chicken in the bush cannot be used to make soup).

Compare English: A bird in hand is worth two in the bush.

CYCLE 65

M - 1

Yu no sari se im neba kom?	'Aren't you sorry that she didn't come?'.
Jieki shiem se Mati wuon marid tu im.	'Jackie is ashamed that Matty won't marry her'.
Gladis op de mad se yu liet.	'Gladys is up there getting mad because you are late'.
Maas Chaali beks se a no disya haas im en bai.	'Mr. Charlie is angry saying that is not the horse he bought'.
Gries proud se a fi-im son gwain liid di ban.	'Grace is proud (of the fact) that it's her son who will lead the band'.
Tiicha no mad se di pikni dem no du dem huomwok.	'Teacher is mad because the children didn't do their homework'.
Mi sari se mi no en de ya wen Paasn kom.	'I am sorry that I was not here when parson came'.

M - 2

T: My father is mad because you took his horse.

S: (Mi) pupa mad se yu tekwe im haas.

T: Ruut shiem se im chap op im misis ham.

S: Ruth is ashamed that she chopped up her mistress' ham.

T: Yu no shiem se yu fiel yu egzam?

S: Aren't you ashamed that you failed your exam?

T: I am sorry that Joe did not find you at home.

S: Mi sari se Juo neba fain yu a yaad.

T: Mr. Charlie is angry that Miss Kate shut the gate.

S: Maas Chaali beks se Mis Kiet shet di giet.

T: Mi glad se mi neba toch di baks at aal.

S: I am glad I did not touch the box at all.

C - 1

Conversation.

C - 3

Close this session with a song fest.

CYCLE 66

EMPHATIC MODIFIERS

M - 1

Laad, misis, yu koward fi-truu	'Lord, Miss, you are a coward indeed'.
Bra Jaaj en fraitn kyaan-don.	'Brother George was exceedingly frightened'.
Mis Emi biebi ogli kyaan-don.	'Miss Emmie's baby is very, very ugly'.
Di arinj-dem aafa disya trii swiit kyaan-don.	'The oranges from this tree are very, very sweet'.
Demya tamrin sowa, sa; dem sowa fi-truu.	'These tamarinds are sour, sir; they are sour indeed'.
Dat-de daag maaga fi-truu; mek yu no fiid im?	'That dog is meagre indeed; why don't you feed him?'.
A suoso kuoknatiina di bag; i hebi kyaan-don.	'There are only coconuts in the bag; it is exceedingly heavy'.
A wan dego bambie manggo im gi mi, bot i swiit kyaan-don.	'It's only one Bombay mango she gave me, but it was very, very sweet'.

M - 2

T: Maas Juo nyuu hous big fi-truu.

S: Mr. Joe's new house is big indeed.

T: John's sister was exceedingly angry.

S: Jan sista en beks fi-truu.

T: My clothes got very, very wet in the rain.

S: Mi kluoz-dem we[illegible] kyaan-don iina di rien.

T: Disya bwai fat fi-truu.

S: This boy is very, very fat.

T: Sami en grojful kyaan-don.

S: Sammy was exceedingly grudgeful.

C - 1

Conversation.

C - 2

Review the poem 'Eart Quake Night'.

C - 3

Learn the proverbs:

1. Fus gaan, rata tek hous.

Compare English: "When the cat's away, the mice will play".

2. Bokit a go a wel sal die, wan die di batam wi drap out.

Compare English: "It's a long lane that has no turning".

CYCLE 67

M - 1

Mi hafi go chak op a Kraas Ruod tide.	'I have to go all the way to Cross Roads today'.
A chak doun a goli batam mi go fain im.	'It's all the way down at the bottom of the gully that I found him'.
Mi kech slap a batam yaad bifuor mi si dem.	'I did not see them till I got all the way to the Bottom Yard'.
Di pikni luk slap ina mi truot fi kech wo mi a se.	'The child looked all the way into my throat to catch my every word'.
A klier pan tap a di tiebl im tek di fish.	'It's way on top of the table that he took the fish'.
No chak op a Papiin Iemi gaan'.	'It's all the way to Papine that Amy has gone'.
Jan kom kwait a mi yaad fi komplien bout yu.	'John came all the way to my home to complain'.
Juo no ron kom slap doun ya yeside!	'Joe ran all the way down here yesterday'.

M - 2

T: Mavis has gone all the way to market today.

S: Mievis gaan slap a maakit tide.

T: Im a kos se a chak a Jan yaad yu en go.

S: She is cursing that you went all the way to John's home.

T: Mi go slap a shap, an yu no don kliin di hous yet?

S: I went quite to the shop, and you haven't finished cleaning the house yet?

T: He sat all the way on top of the ladder laughing at us.

S: Im sidong chap pan tap a di leda a laaf afta wi.

C - 1

Conversation.

C - 2

Review the poem Sweetie Pie.

C - 3

Learn the proverbs:

1. Wa yai no si, haat no liip.

(Lit. What the eyes don't see, the heart won't leap for).

Meaning: One will not fear a danger of which one is not aware.

2. Rakstuon a riba batam neba fiil son-hat.

(Lit. A stone at the bottom of the river never feels the sun's heat).

Meaning: One who is protected from hardships never knows what others must endure.

CYCLE 68

M - 1

A dis op a Kanstan Spring im gaan.	'It's up to Constant Spring that she is gone'.
A mosa op a Kanstan Spring im gaan.	'It's likely to be up to Constant Spring that she is gone'.
A mos op a Kanstan Spring im gaan.	'It's must be up to Constant Spring that she is gone'.
Yu wuda mos tel Juo we mi se.	'You would tell Joe what I said'.
Yu wuda hafi tel Juo we mi se.	'You would have had to tell Joe what I said'.
Yu wuda en mos hafi tel Juo, iing?	'You would have had to tell Joe, wouldn't you'.
Yu no en hafi tel Juo, yunuo.	'You didn't have to tell Joe, you know'.

M - 2

T: A mosa anda bush ya di hen a lie.
S: It must be under this bush that the hen is laying.

T: Jane would have to buy that hat.
S: Jien wuda mos hafi bai dat-de hat.

T: It's just around the corner that we found them.
S: A dis roun a kaana wi fain dem.

T: Dem wuda an hafi sen sinting fi Kozn Suu.

S: They would have had to send something for Cousin Sue.

T: Siera no wuda en mos hafi baal.

S: Sarah would surely have to cry.

C - 1

Conversation.

C - 2

Review Roas' Turkey.

C - 3

Sing: Chi-chi Bod. Learn the proverbs:

1. Fingga neba se "luk ya".

(Lit. The finger never says 'Look here').

Meaning: One never calls attention to one's own faults.

2. Habi-habi no waant i, an waanti-waanti kyaan get i.

Meaning: Those who have,much make light of their possessions, while those who would hold such possessions dear, cannot even get them.

CYCLE 69

Echoic Adverbs

M - 1

Di myuul tap braps iina di migl ruod.	'The mule stopped abruptly in the middle of the road'.
Jan dis tanop bram iina di paas.	'John just stood still in the pathway'.
Mis Shati faaldong budum laka bredfruut.	'Miss Shatty fell with a thud like a breadfruit'.
Mi hier di paip a liik tip tip huol nait.	'I heard the pipe leaking tip tip all night'.
Boti lik di dangki plai mek im gwaan.	'Bertie hit the donkey 'ply', and made him go on'.
Di kuoknat-dem dis drap buf buf di huol nait.	'The cocnnuts just fell 'buf buf' all night'.

C - 1

TO THE STUDENT:

The conversation which follows is taken from A Language Guide to Jamaica (1962). Practice it with a colleague before proceeding to your usual conversation.

A. Maanin, bra.	A. Good-morning, brother/sister.
B. Hou yu du?	B. How are you?
A. Mi haati, bra. Hou fi-yu said tan?	A. I am well, brother/sister. How are things on your end?

B. No tuu bad. Ongl mi. Mi mashop tide.	B. Not too bad. All but me. I am in poor shape today.
A. Wa du yu?	A. What's the matter?
B. Fresh kuol a tek mi laif.	B. I have a very bad cold. (Lit. Fresh cold is taking my life).
A. Den a we yu a go nou?	A. But where are you going now?
B. Mi a go doun a toun.	B. I am going down town.
A. A de mi a kom fram tu.	A. That's where I am coming from too.
B. Mi dis a go bai wan shuuz fi Jaisi.	B. I am just going to buy a pair of shoes for Joycie.
A. Aarait den, mi gaan, yaa.	A. All right then. I am gone. (do you hear?).
B. Iing-hing, mi tu. Mi de pan hies.	B. Yes, me too. I am in a hurry.
A. Aarait misis, waak gud.	A. All right friend, walk safely.

C - 3

Learn the following proverbs:

1. Daag ha moni, im bai chiiz.

Meaning: Those who are rich can buy white elephants (what they can't use).

2. Bul uol, yu tek kaan trash liid im.

Meaning: When one grows old, one can be easily made to do the bidding of others.

3. A no waant a tong mek kou no taak. (Lit. It's not for want of a tongue that a cow does not ta[illegible]

Compare English: It's a wise head that keeps a still tongue.

CYCLE 70

M - 1

Si wan trii wa bod fiid pan.	'There's a tree on which birds feed'.
Siem plies we mi put i, a de mi kom bak kom fain i.	'I returned to find it in the very place where I put it'.
Dem ha sinting we dem mek, dem kaal ruoti.	'There is something they make called 'roti'.
Wa unu kaal disya trii? Wi kaal i brednot.	'What do you call this tree? We call it the breadnut'.
Yu shudn en tel Kozn Suu we mi gaan.	'You should not have told Cousin Sue where I was gone'.
A sho-aaf unu lob sho-aaf mek unu put-aan dem-de kluoz.	'It's because you all love to show off that you put on those clothes'.
Dem smadi no ha naif kyaan nyam waata-melan.	'Those who have no knives can't eat water-melons'.
A smaal tumatis mi a plaan. Wa yu a put-iin dis ier?	'It's small tomatoes I am planting. What are you putting in this year?'.
A fi-mi wan baaskit yu si in ya?	'Is mine the only basket you see in here'.

C - 1

Proceed as in the previous lesson. Read the conversation given here first, and then continue with the usual class conversation.

A. Maanin, Maas Juo. We yu de?	A. Good morning, Mr. Joe. Where are you?

B. Mi iina ruum ya, Sta Kiet. Hou yu du de?	B. I am in the room here, Sister Kate, How are you?
A. Suoso, sa. Mi dis a kom fram miitin.	A. Fair, sir. I am just coming from (the) meeting'.
B. Mi en wel waan go, yunuo, Sta Kiet, bot..	B. I really wanted to go, you know Sister Kate, but..
A. Wel, yu shuda en di de, faar di man taak fi-truu tinait.	A. Well, you should have been there, for the man spoke eloquently tonight.
B. Fram mi iit dina don Sta Kiet, mi beli dis staat wori-wori mi.	B. From I finished eating dinner, Sister Kate, I began to have a stomach ache.
A. Den yu mek likl beli-hat tap yu fram go?	A. Then did you make a little stomach ache stop you from going?'
B. Laad, Sta Kiet, afta yu no nuo hou mi en fiil. Mi dis lef fi pyuk.	B. Lord, Sister Kate, you (really) don't know hoe I felt. I all but puked'.
A. Wel, mi sari fi-truu, faar mi wuda en laik yu fi hier di man.	A. I am truly sorry, for I would have liked you to hear the man.
B. Mi no hafi wiet tel neks taim, ef laif spier?	B. I'll have to wait till next time, if my life is spared.
A. Wa yu tek fi yu beli? Yu tek eniting?	A. What have you taken for your stomach ache? Have you taken anything?'

B. Iing-hing, ma. Dem gyal bwail likl sorosi tii gi mi.	B. Yes, mam. The girls made a little cerasee tea for me.
A. Dem put eni jinja in de?	A. Did they put any ginger in it?
B. Nuo, Sta Kiet, bot mi fiil likl beta aredi.	B. No, Sister Kate, but I feel a little better already'.
A. Aarait den, Maas Juo. Mi a galang nou. Mi wi si hou yu tan a maanin.	A. All right, then, Mr. Joe. I am going along now. I will (stop by to) see how you are in the morning!
B. Aarait, Sta Kiet, waak gud, no?	B. All right, Sister Kate. Walk safely, please.

C - 3

Sing Slide Mongoose and Why Woman Grumble So?

TO THE STUDENT

The remaining lessons in this course are designed to acquaint you with a greater portion of the vocabulary, and to introduce variations in the grammatical forms learned so far. Few new sentence patterns are introduced, and ample opportunity is given to review those already learned.

CYCLE 71

M - 1

Wi gitop bifuo die go a spring.	'We got up before dawn and went to the spring'.
Mi an Jan sagl di dangki an put tuu duuna pan iina di hampadem.	'John and I saddled the donkey and put two 'duuna' pans in the hampers'.
Jien kyari di bokit pan, an Jan kyari di korsiin.	'Jane carried the bucket pan and I carried the kerosene (pan)'.
Mi neba kyari notn. A mi draib di dangki.	'I did not carry anything. It was I who drove the donkey'.

M - 3

Give the appropriate answers to the questions asked by the instructor, using the cue words given. Answer in full sentences only.

T: A wa unu put iina di hampa-dem? (duuna pan)
S: Wi put tuu duuna pan iina di hampa-dem.

T: A-huu help yu sagl di dangki? (Jan)
S: A Jan help mi sagl di dangki.

T: Wa yu kyari go a spring? (notn)
S: Mi neba kyari notn go a spring.

T: Huu draib di dangki go a spring? (Jan)
S: A Jan draib di dangki go a spring.

C - 1

Conversation.

C - 2

TO THE STUDENT.

The Story below is from Walter Jekyll's Jamaican Song and Story. It is No. XI Annancy Puss, and Ratta. Read the story as it appears in the text, and then read the Creole version. In later lessons, you will practice telling other stories in J.C.

ANANSI, PUS AN RATA.

Wan die Anansi an Pus mek a daans an invait Rata de. Anansi a di figla. Di fos figa we im plie, di chuun se:

Ying di ying di ying.
Ying di ying di ying
Tikya yu go taak uo..
Main yu takla tong, ying di ying
Main yu takla tong, ying di ying
Main yu takla tong, ying di ying.

Di neks chuun se:

Bandi wichi wich
Bandi wichi wich
Bandi wichi wich
Timba heng an faal, la la
Faal la la, faal la.

Den, az di Rata daans, di hai figa we im mek, im slaid pan di fluor an im trouziz pap. Den di shiem im shiem, im ron iina wan huol, an a dat mek Rata lib iina huol op tu tide die.

Jak Manduora, mi no chuuz non *

---

* See the note to the first story in the book.

CYCLE 72

M - 1

Jaisi raid di dangki go a spring, bot wi mek im kyari bak di guodi.	'Joyce rode the donkey to (the spring), but we made her bring the gourd back'.
Wi neba memba di yaba. Wi lef i a yaad.	'We did not remember the 'yabba'. We left it at home'.
Tek di paki-de gi mi. Mi dis waan likl waata.	'Take the 'packy' and give it to me. I just want a little water'.
Ron go pik wan kalabash mek mi mek wan paki.	'Run and pick a calabash, so that I can make a 'packy'.

M - 3

Give the appropriate answers to the following questions, again using the cue words given.

T: Wa Jais an kyari go a spring? (guodi)
S: A wan guodi Jais kyari go a spring.

T: Wa yu gwain tek fi tekop di waata. (paki)
S: A paki mi gwain tek tekop di waata.

T: A wa unu tek mek paki? (kalabash)
S: A kalabash wi tek mek paki.
Wi tek kalabash mek paki.

C - 1

Conversation.

C - 2

Review the story Anansi, Pus, An Rata in Cycle 71.

C - 3

Learn the proverb:

Boul go, paki kom.

Meaning: Same as English "One good turn deserves another".

CYCLE 73

M - 1

Hou dem gat somoch baskit a maakit tide?	'How is it that there are so many baskets in the market today?'.
Dem-de a bangkra baskit. A tach dem tek mek dem.	'Those are bankra baskets. They are made of thatch!.
Mi reda kyari di hampa baskit, duo. Dem trangga.	''I prefer to carry hamper baskets, though, They are stronger'.
If yu put kata pon yu hed, i iizia fi kyari bangkra.	'If you put a 'cotta' on your head, it is easier to carry a bankra'.

M - 2

Give the corresponding English or Creole utterance to the one given by your instructor.

T: Wa dem yuuz bambu baskit fa?

S: What are bamboo baskets used for?

T: Child, take this hamper basker and put it in the kitchen.

S: Pikni, tek da hampa baskit-ya put iina kichin.

T: These bankra baskets are made of thatch.

S: Demya bangkra baskit mek out a tach.

C - 1

Conversation.

C - 2

Review the poem Tram Car.

C - 3

Learn the proverb:

Piipl hiet yu, dem gi yu baskit fi kyari waata, bot ef yu ha sens, yu tek kuoko-liif lain i.

Meaning: Those who hate you will slander you and make things difficult for you. But if you are wise, you will know how to counteract them.

CYCLE 74

M - 1

Fi-mi waif pak huol hiip a bredfruut an saalfish iina mi kotoku tide.	'My wife packed a lot of breadfruit and saltfish in my cutacoo (basket) today.
A bambu baskit nomo Tiema kyari fi-im fuud iina.	'It's only in bamboo baskets that Tayma carries her food (for sale).
Yu kyan yuuz bambu baskit fi kluoz baskit tu.	'You can use a bamboo basket as a clothes basket also'.
Mis Kieti dis don mek wan kriegl baskit fi Siera biebi.	'Miss Kate has just finished making a **basket cradle** for Sarah's baby'.

M - 2

Give the corresponding English or Creole utternace to the one given by your instructor.

T: Mi wi gi Siera biebi wan kriegl baskit.

S: I will give Sarah's baby a **basket cradle**.

T: Ku wan bambu baskit anda di pier trii de!

S: Look, there's a bamboo basket under the pear tree.

T: Juo kyari im lonch iina kotoku baskit.

S: Joe carries his lunch in a cutacoo basket.

E - 3

(Review of Total Question Intonation Cycle 29)

Give the corresponding question or statement to the sentence given by your instructor. Make the necessary substitutions.

T: Mi reda kyari hampa.
S: Yu reda kyari hampa?

T: Dem-de a bangkra?
S: Dem-de a bangkra.

T: Jais draib di dangki go a spring.
S: Jais draib di dangki go a spring?

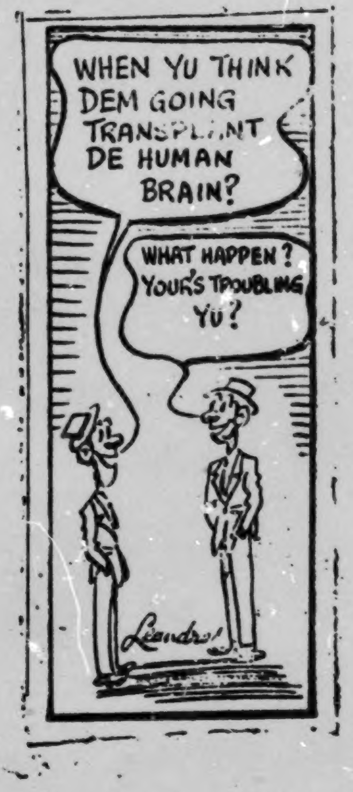
T: Jan neba sagl di dangki?
S: Jan neba sagl di dangki.

C - 1

Conversation.

C - 2

Sing the song: Hold Him Joe.


WHEN YU THINK DEM GOING TRANSPLANT DE HUMAN BRAIN?
WHAT HAPPEN? YOUR'S TROUBLING YU?
Leandro!

A: Wen yu tingk dem gwain transplaant di yuman brien?

B: Wa apn? Fi-yu a trɔbl yu?

CYCLE 75

M - 1

Put aan di belagot mek mi bwail dem bredfruut ya.	'Put on the big pot, so that I can boil these breadfruits.
Mis Mati, fi-yu jesta wi jos du fi mek di pepa pat suup.	'Miss Matty, your 'jester' pot will be just right for making the pepper pot soup'.
A iina di doch uobn mi gwain mek di pitieta puon.	'It's in the dutch oven that I am going to make the potato pone'.
Tel Mis Jaaji se mi a bara im dochi fi mek bami tinait.	'Tell Mis Georgie that I am borrowing her dutch pot to make barmies tonight'.

M - 3

(Review of Emphatic Intonation, Cycles 31 & 32).

Give the corresponding emphatic statement for the one given by your instructor, using the cue tag indicated.

Maas Jaaj kotoku baskit fulop tide. (yusi)

Mis Jien gat nof manggo ina di hampa. (iing?)

Mis Siera biebi get wan priti kriegl baskit. (yusi)

Fi-yu doch uobn kyan mek nais puon. (iing?)

Fi Mis Jaaji bami dem swiit. (iing?)

Dem pikni lob go a spring fi waata. (yusi)

Dem-de bredfruut iit gud. (yusi)

Dat-de dochi saab yu lang. (iing?)

C - 1

Conversation.

C - 2

Here is the beginning of another Jekyll story. It is No.XIV in Jamaican Song and Story, and is called "Doba." Listen as your instructor reads the JC version.. Practice reading it before you look at Jekyll's version.

DUOBA

Wan die Pus mek daans an invait a huol wol a rata. Aal a di rata-dem habaan lang kuot an silk dres. Wen dem kom dem kyari wan lili bwai an di muma wid yong biebi.

Wen aal di rata sekl, the duo shet, and di pus-dem ha dem jongka tik haid iina dem trouziz fut. Dem mekop wid wan aneda se dat wen di rata-dem a daans haad-haad, Duoba fi out di lamp, an den di likin mach wi bigin.

Wen di myuuzik bigin, i swiit rata so tel, and dem gwaan daans tel dem wait shot-buzam wet.

A Dandi Jimi Flint en a di figla.
Hier we im figl se:

Duoba, Duoba Duoba no mek di likl wan get-we
Baal-an-tuo-ni Bap! twii twii,
Baal-an-tuo-ni Bap! twii twii.

Di bwai tek nuot a wa di figl se.

CYCLE 76

M - 1

Hou yu manij ton uoba di huol korsiin pan a kuoknat ail?	'How did you manage to overturn the whole kerosene can of coconut oil?
Mek op di faya an put aan likl sorosi iina di bonpan fi mi.	'Make the fire and put some cerassee (to boil) in the 'burnt pan' for me'.
Az di pikni-dem kech a ruod so, dem uopn di shetpan nyam out som a di miit.	'No sooner did the children reach the road, than they opened the shut-pan and ate some of the meat'.
We dat-de pan niem? Wi kaal i pudn-pan.	'What's that pan called. It's called a pudding-pan'.

M - 3

(Review of Emphatic Intonation contd. Cycle 33)

Give the corresponding stress sentence for the tag utterances below:

Mis Anj kotoku fulop, yusi.
Dem arinj-ya sowa, iing?
Disya doch uobn mek gud bami, yusi.
Dem kyan tiif-out di miit outa di shet-pan, iing?
Ruoz lob bara bara piipl pat, yusi.
Tiicha kyan nyam a pitieta pudn, iing?
Rozn Kyaro gat huol hiip a sorosi, yusi.

C - 1

Conversation.

C - 2

Continuation of Duoba.

Him go tu im pupa an wispa: "Pupa yu no hier wa di figl se?'.

Duoba, Duoba, Duoba no mek di likl wan get-we.

Baal-an-tuo-ni bap twii twii, Baal-an-tuo-ni bap twii twii.

Di pupa se "Get out a di wie, sa, yu likl raskil yu! A di wos ting fi kyari likl bwai go a met. Go we, yu layad raskil yu'!

Aal dis taim di bwai hier wa di myuzik se fi truu.

Im go dig huol fi him an him muma.

Wen Rata-dem iina di hiit a daansin di giet-man Pus,

Misa Duoba, out di lamp. Den di jongk a tik flai roun an aal di Rata dem kilaaf.

Blod koba di fluor an aal di pus-dem tek dem shier.

A ongl bwai rata an him muma an di yong biebi get-we.

Ef di pupa en main wa di bwai se him wudn dad [illegible]

Pus baal florish wid miit, an af bwai rata an him muma no en got-we wi wudn ha no rata iina disya wol agen.

CYCLE 77

M - 1

Mi a git op suun a maanin fi go a manggo waak.	'I will get up early tomorrow morning to go to the mango walk (grove)'.
Ef yu no lef fram bifuo die yu naa fain no manggo wen yu kech (de).	'If you don't leave before dawn you won't find any mangoes when you get there'.
A suoso bod-mout arinj mi fain. Dem pikni tiif-aaf aal di gud wan dem.	'I found bird-eaten oranges only. The children had stolen all the good ones'.
Yu no si se dat-de bredfruut a biizting bredfruut? We yu bai i fa?	'Didn't you see that that breadfruit has been stung by bees? Why did you buy it?'.

M - 2

Give the corresponding English or Creole utterance to the one given by your instructor.

T: Da jesta de wi jos rait fi mek di suup.

S: That jester pot will be just right for making the soup.

T: Tell Joe I'd like to borrow his shutpan.

S: Tel Juo se mi a bara im shet-pan.

T: A-huu pudongdis pudn-pan out ya?

S: Who put down this pudding pan out here?

T: Bela dis gaan mek op di faya fi bwail di sorosi.

S: Bella has just gone to make the fire to boil the cerassee.

C - 1

- Conversation.

C - 2

Practice telling the story Anansi, Pus and Rata in Creole.

C - 3

Sing the song: Chi-chi Bod.

CYCLE 78

M - 1

Di kaafi naa raip haad yet. Dem dis bonsaid nou.	'The coffee is not fully ripe yet. It's just turning color now (lit. 'with burnt sides')'.
Di pikni-dem fain nof rat-kot kaafi a groun dis maanin.	'The children found a lot of rat-cut coffee on the ground this morning'.
Di plaantn-dem ful, bot mi naa kot dem faar dem no fit yet.	'The plaintains are fully developed, but I will not cut them for they are not yet ready to reap'.
Di kaan a flag aredi. Dem wi suun shuut nou.	'The corn is tasseling already. It will soon shoot now'.

M - 3

(Review of Rhetorical Exclamation - Cycle 55)
Give the rhetorical exclamation which corresponds to the statements given by your instructor. Say whether the meaning is the same or different. Remember the use of 'no' in these sentences.

Dem bwai gaan a grong fram maanin.
Jieni lef di yaba a yaad.
Jan no en waan len mi fi-im kalabash.
Im no put di kuoknat ail iina korsiin pan.
Tiicha no gat paki fi kech di waata.
Siera tek banaana trash mek kata.

Im kot doun di bambu fi mek kluoz baskit.

C - 1

Conversation.

C - 2

Try telling the story Duoba in your own words in Jamaican Creole. Take turns acting the parts in the story.

C - 3

Learn the proverbs:

Ef yu go a wan-fut man dans, yu fi jump wan-fut tu.
Compare English: When in Rome, do as the Romans.

Faya de a mus-mus tiel, him tingk a kuul briiz.
(Lit. Fire is at mouse's tail; he thinks it's a cool breeze).
Meaning: We often mistake pending adversity for goodluck.

CYCLE 79

M - 1

We yu a go aredi? kaachi no bluo yet?	'Where are you going already? The time shell (kaachi) has not blown as yet'.
Mi kyaan pudong di kisaada a babikyu grid, da sense foul get iina i.	'No sooner do I put the cassava down on the barbecue than that sensay chicken gets into it'.
Mi dis don kyari di kisaada iina kotoku go put anda pres.	'I have just come from putting the cassava to press in a cutacoo'.
Dem kech im wid huol hiip a groun fuud iina im krokos bag.	'He was caught with lots of ground food in his burlap bag'.
Im ha kuoko an kuoka-hed, yam, badu, an aal kain a swiit pitieta we im tiif.	'He had cocoes and coco-heads, yams, badoos, and different varieties of sweet potatoes which he had stolen'.

C - 1

Conversation.

C - 2

Listen to the recording of the poem "Careless" By Louise Bennett. It appears on page 192 of Jamaica Labrish. Below it is written in the Creole orthography. Take turns reading it.

Yu memba lang-mout Daris huu
Yuuz fi go bout wid Man?
Shi no sidong an tek kierlis
Mek him flai outa har han.

Him yuuz fi main har wel, yusi,
Him woz a gud-gud man
An shi jos sidong de wotlis
Mek im swips out har han.

Shi ongl ha harself fi bliem
Faar diiz inlaitn diez
Evribadi da fiks op demself
Iina dem difran wiez.

Mi tel har se yu shiek man han
Bot yu no shiek dem haat
Yu an man kyan swiit tide
An tumaro unu paat.

Mi tel har yu kyaan let man luus
Eksep yu shuor yu hab im,
Faar as yu wingk yu yai, anada
Uman de fi grab im.

Mi advaiz har fi tai im ma,
Mi se mi nuo wan ail
Dat wi kip im wid har fi eba,

Faar tropans ail-a-stic-wid-mi
Jos rob iina im bed
An him an har kudn paat a taal
So tel wan a dem ded.

Shi se shi kudn haam im
Ef im iibn lef har out,
Faar im iz di fos man eba tel
Har se im lob har mout.

Shi hudn tek mi gud advaiz
Shi staat fi gwaan kwait prim
So se shi kudn tek im uon
Moni so uobia im.

An aal di fuos mi fuos di gyal
Shi hudn andastan
Shi lingga, an di gud-gud man
Dis "flips" out o' har han.

CYCLE 80

M - 1

Jan tek mashiet chap doun Misa Boti kaan piis.	'John used a machete to chop down Mr. Bertie's corn field'.
A opin-gyaad kotlis nomo Jieki him kyari go a groun.	'It's only open-guard cutlases that Jackie carries to the fields'.
Mi fried a aal laik unu. Unu a ring panya mashiet. Unu tuu tun-mout.	'I am afraid of folks like you. You are all like (two mouthed) Spanish machetes. You are too given to duplicity.

M - 2

Give the corresponding English or Creole utterance to the one given by your instructor.

T: Mi fain nof rat-kot a groun tide.

S: I have found a lot of rat-cut coffee on the ground today.

T: A wa dü di kaan mek dem naa flag yet?

S: What's wrong with the corn that it isn't tasseling yet?

T: Di manggo dem a bonsaid suun dis yier.

S: The mangoes are ripening early this year.

T: I have just taken the cutacoo to the press.

S: Mi dis kyari di kotoku go put anda pres.

T: He was caught with twelve badoo heads in his burlap bag.

S: Dem kech im wid twelv badu hediina im krokos bag.

M - 3

(Review Imperative Intonation Cycles 36 & 37)

You are now reviewing the use of the tags "no" and "yaa" in imperative sentences. If given the "no" tag, reply with the corresponding "yaa" sentence, and vice-versa.

T: Gi mi likl sorosi, no?	S: No gi im no sorosi, yaa?
T: No pudong di shet-pan, yaa?	S: Pudong di shet-pan, no?
T: Ruos di bredfruut fi mi, no?	S: No ruos di bredfruut fi im, yaa?
T: No hep im pik no kaafi, yaa?	S: Help im pik di kaafi, no?
T: No ful op di krokos bag, yaa?	S: Ful op di krokos bag, no?
T: Griet wan kuoknat de, no?	S: No griet no kuoknat, yaa?

C - 1

Conversation.

C - 3

Learn the following proverb:

Fut kyaan swier fi paas.

(Lit. The foot cannot forswear the path).

Meaning: One cannot be confident never to take a given line of action. Unforseen circumstances may compel you to do things you never wanted to do.

CYCLE 81

M - 1

Jan him no iibn ha no hous fi no waif. A wan likl wakl-an nomo im lib iina.	'John does not even have a house for a wife. He only lives in a little mud hut'.
Gu-we! No taak tu mi. Fi-yu hous no iibn gat jelasi.	'Go away! Don't talk to me. Your house doesn't even have a jalosie (louvered) window'.
I beta an fi-yu, duo. Mi kudn lib iina dat-de rata kyaasl.	'It's better than yours, though. I could not live in that rat castle'.
No fieba Mis Luusi sidong a duormout de huol die!.	'It seems as if Miss Lucy sat in that doorway all day long!.

M - 2

(Review of Rogation Intonation: Cycle 39)

T: Tiema kyari fi-im fuud iina bambu baskit, no?

S: Tayma carried her food in a bamboo basket, didn't she?

T: It's in the dutch oven you made the pone, wasn't it?

S: A iina di doch-uobn yu en mek di puon, no?

T: Da belagot de a fi bwail hag fiidn, no?

S: That big pot is for boiling hog food, isn't it?

T: You all opened the shut-pan and ate all the meat, didn't you?

S: Unu uopn di shet-pan so nyam-aaf aal a di miit, no?

T: They have overturned the pan of coconut oil, haven't they?

S: Dem ton uoba di pan a kuoknat ail, no?

C - 1

Conversation.

C - 2

Review the poem "Careless".

C - 3

Sing Fan Mi, Solja Man.

CYCLE 82

M - 1

Jiems se him naa marid tel him kyan bil a opstierz.	'James says he will not marry till he can build a two-story house'.
Ruut, pudong da pudn-pan ya pan kichin dresa fi mi.	'Ruth, put this pudding pan on the kitchen table for me'.
Pupa gaan op a hiltap gaan bon kuol-skil fi mek faya-kuol.	'Father has gone up to the hilltop to make coal in a coal kiln.
A bout trii ier nou mi no go a Kieti yaad. Mi no iebl im kos mi no muor.	'It's about three years now that I have not gone to Kate's home. I won't have her curse me anymore'.

C - 1

Conversation.

C - 2

Read Duoba and take turns telling Anansi, Pus, and Rata.

C - 3

Learn the following proverbs:

1. Wen trobl a kom, shel naa bluo.

Meaning: Misfortune is always unexpected. It never gives a warning signal.

2. Wen kichin dresa faaldong, maaga daag laaf.

When disaster strikes it often brings good fortune to someone.

Compare English "It's an ill wind that doesn't blow somebody good luck".

CYCLE 83

M - 1

Maas Juo se im a bara yu tinkies fi go a toun neks wiik.	'Mr. Joe says he's borrowing your tincase (suitcase) to go to Kingston next week'.
Tel im se im no fi kyari im moni kierlis. Im fi put i iina wan tred-bag an tai i roun im weis.	'Tell him to be sure not carry his money carelessly. He should put it in a pouch and tie it to his waist.
Yu waan si Misa Jaaji waak gaan lang de. Im hab aan kwiiza an wan debl aba kukumaka iina im han.	'You should have seen Mr. Georgie walking along there. He is wearing pince-nez glasses, and has a splendid walking stick in his hand.

M - 2

T: Hari fiesi fi waan put Jien iina im likl wakl hous.

S: Harry is impudent. He wants to put Jane in a little mud hut.

T: I could not live in your rat castle.

S: Mi kudn lib iina fi-yu rata kyaasl.

T: I have just put the guord down on the kitchen table.

S: Mi dis pudong di guodi a kichin dresa.

C - 1

Conversation.

C - 2

DI TRII SISTA

(This is No.VII in Jekyll's Jamaican Song and Story,p. 26. Note that the song in this story is in English).

Wans dier woz trii sista libin iina hous, an ebribadi waan dem fi marid, an dem rifuuz. So wan die Sniek go baara him nieba lang kuot an bonpan hat an di huol set out a kluoz. Dem him dres imself, an im tel im fren-dem dat him mos taak tu dem yong liedi. An wa yu tingk di raskil du? Him get op a hiip a man fi kyari him go a di yong liedi-dem yaad. An wen im get de di duor lak wid ayan baar. An wen him kom im se: "Please to open the door, there is a stranger coming in". An im sing se:

My eldes' sister, will you open the door?
My eldes' sister, will you open the door oh?
Fair an' gandelow steel.

An' di eldis wan woz gwain uopn di duor. An di laas wan, huu woz a uol wich, se tu im sista: "Duon uopn di duor", and shi sing:

My door is bar' with a scotran bar
My door is bar' with a scotran bar
Fair an gandelow steel.

Den di Sniek aks agen tu di siem tyuun:

My second sister will you open the door?
My second sister will you open the door?
Fair an gandelow steel.

An di yongis, wich wos uol wich, sing agen:

My door is bar' with an iron bar,
My door is bar' with an iron bar oh,
Fair an gandelow steel.

An di Sniek ton intu a Debl, an di trii sista kom an push pan di duor fi kip i fram uopn. An di Debl aks a tod taim:

My youngest sister will you open the door?
My youngest sister will you open the door oh?
Fair an' gandelow steel.

Bot di laas sista wudn hab i so, an im get raatid an se:

The Devil roguer than a woman-kind
The Devil roguer than a woman-kind oh,
Fair an gandelow steel.

An di Debl get iina tempa an se:

What is roguer than a woman-kind?
What is roguer than a woman-kind oh?
Fair an gandelow steel.

Den di Debl flai fram di step striet iina hel an hab chien roun im wies tel nou.

Jak Manduora mi no chuuz non.

CYCLE 84

M - 1

Kozn Laiz no waan Rafiel fi kyari di biis go a maakit, faar i gat suor bak.	'Cousin Eliza does not want Raphael to take the mule to the markot, for it has a sore back'.
Im ha nof haas, and myuul an dangki, bot a wan puol-ed kou nomo im gat.	'He/she has many horses, mules.and donkeys, but he/she has one hornless cow only'.
Di bwai tieraaf im wan gud shot pan Busha ping-wing fens.	'The boy got his one good shirt torn off on the overseer's cactus fence.

M - 3

Give the corresponding Creole or English sentence for the one given by your instructor.

T: Sniek go baara him nieba lang kuot.

S: Snake borrowed his neighbor's long coat.

T: He told his friend he must accost the young ladies.

S: Him tel im fren him mos taak tu dem yong liedi.

T: The door was locked with an iron bar.

S: Di duor lak wid ayan baar.

T: Wa yu tingk di raskil du?

S: What do you think the rascal did?

T: The three sisters pushed on the door to keep it from opening.

S: Di trii sista push pan di duor fi kip i fram uopn.

C - 1

Conversation.

C - 2

Read Di Trii Sista.

C - 3

Sing Why Woman Grumble So?

CYCLE 85

M - 1

Siera, wen yu go a maakit tide, mek shuor yu tap a M^{is} Tutu shap an bai wan katn-riil kya kom.	'Sarah, when you go to the market today, be sure to stop at Miss Tootoo's shop and buy a spool of thread to bring to me'.
Ma Simit a gwaan laik a ring uol haig. Im iina mi buon a maama an komplien fram die lait dis maanin.	'Mother Smith is behaving like a very old witch (hag). She has been at me, murmuring and complaining from daybreak this morning'.
Di wie him kriebn and iiti-iiti, him shuda en di laas wan fi kos enibadi gaamandaiza.	' She is so greedy and gluttonous (eaty-eaty), she should be the last to call anyone a gormandizer'.

C - 1

Conversation. Try to use as many as you can of the new words learned in Cycles 71 - 85.

C - 2

Let one member of the group narrate the story of The Three Sisters, while the others take the part of the sisters and the Snake, singing the sections indicated.

C - 3

Learn the following proverbs:

1. Yu sliip wid daag, yu kech im flii.
(Lit. If you sleep with dog, you catch his flea).
Meaning: You become like those with whom you associate.

2. Aal fish nyam man, bot a shaak wan get bliem.
(Lit. All fish eat man, but only shark gets the blame).
Meaning: A known offender will be accused even when he is free of blame.

CYCLE 86

M - 1

Ron go out a kaafi piis go pikop som *brang-brang*, mek mi kechop da faya-ya.	'Run to the coffee-piece and get some bramble, so that I can make this fire'.
Tek dis piis a puok put iina di *kreng-kreng* uoba di faya side fi mi.	'Take this piece of pork and put it in the wire basket (kreng-kreng) hanging over the fireplace for me'.
Mis Mieri out a *maal huol* a brok tuon sens laas wiik.	'Miss Mary has been out at the quarry (marl hole) breaking stones since last week'.
Mi glad so tel wen mi si di priti shuut di arinj sen out. Mi neba nuo se a *gaamandaiza*.	'I was exceedingly glad when I saw the lovely shoot on the orange tree. I did not realize it was a sucker'.

M - 2

T: Mother Smith is behaving like an old witch.

S: Ma Simit a gwaan laka uol haig.

T: A wan puol-hed kou nomo mi gat.

S: I have one hornless cow only.

T: Main yu tieraaf yu kluoz pan ping-wing fens.

S: Be careful lest you tear off your clothes on the cactus fence.

T: Miss Ann's mule has a sore back this week.

S: Mis An myuul gat suor bak dis wiik.

T: I am very glad to see how large the oranges are this year.

S: Mi glad so tel fi si hou di arinj dem big dis ier.

C - 1

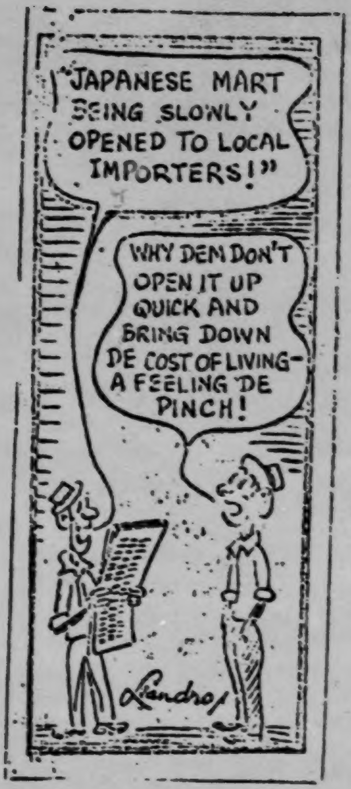
Conversation.

C - 2

Review the poem: Roas' Turkey.

C - 3

Try telling in Creole a short sotry which you know to illustrate the proverb:
"Yu sliip wid daag, yu kech im flii".


"JAPANESE MART BEING SLOWLY OPENED TO LOCAL IMPORTERS!"
WHY DEM DON'T OPEN IT UP QUICK AND BRING DOWN DE COST OF LIVING - A FEELING DE PINCH!
Landrop

A: "Japanese mart being slowly opened to local importers!".

B: Wa mek dem no uopn i op kwiktaim, kyari doun di kaas a libin. Mi a fiil di pinch.

CYCLE 87

M - 1

Sta Kiet, mi dis a kom. Mi tayad, yusi, an honggri. Yu ha eni kech-op de fi mi?	'Sister Kate, I am just arriving. I am very, very tired, and hungry too. Have you a little bite for me?
Wel, Bra Jaaj, mi ha som yam an kuoko iina di pat-de, an likl kalalu tu. Bot mi no ha no miit kain!. Yu wi tek som saalting?	'Well, Brother George, I have some yam and cocoes in the pot, and a little spinach too. But I have no meat. Will you eat some saltfish?
Tengk yu ma. Wen mi iit i don, mi wi jos wash i doun wid som shuga an waata.	'Thank you, mam. When I have finished eating it, I will just wash it down with some lemonade'.

C - 1

Conversation.

C - 2

Listen to the recording of the poem Jamaica Patois (Jamaica Labrish, p. 87). Then practice reading the first six stanzas.

Iz wa Mis Laiza shi da-faam
Da gwaan laik farina
Bikaaz har sista hozban get
Wan jab op a Muona!

Yu waan hier har kot spanish, laik
Shi jos kom out fram sii!
So til dem bwai staat fi kaal har
Di drai-lan-refyujii!

Teda maanin mi go aks har
Wat shi tingk about di waar
Shi gi out "A tingk di waar iz
Muyii malo mi amaar".

Mi did a ded fi bos out laaf
Bot mi ton mi yai luk roun
An az a mi wan ben de de
Mi dis kwiiz mi fut a groun.

Dis iz hou shi griit mi wan die.
Manana kuoraseng
Hou iz yu granmadre? A huop
She kiiping muyii beng.

Mi go iina har shap, an kaal
Fi trii jil wot a saal,
An som ada tings wat kom op
Tu mak-an-top in aal.

CYCLE 88

M - 1

Mi naa bada mek no tii dis maanin. Mi dis a go fiks chaklata an don.	'I won't bother making tea this morning. I'll just fix a good breakfast, and that will be all'.
Pikni, unu kom iit unu chaklata an gwaan a skuul. Taim unu kom bak di brekfos wi redi.	'Children, come and eat your breakfast and go on to school. By the time you return, your lunch will be ready'.
Mi fiks bami, ruos plaantn, ruos saal puok and koko tii gi dem fi dem chaklata.	'I fixed bammy, roasted plaintain, roasted salt pork and cocoa for their breakfast'.
Bwai, mi beli ful. Mi kyaan nyam no muor. Mi a go put op dis fi mi bambai.	'Boy, my belly is full. I can't eat anything more. I am going to put this away till later.

M - 2

(Review of the Passive: Cycle 44)

T: Di raip plaantn-dem don ruos yet?

S: Have the ripe plaintains been roasted yet?

T: These cocoes, badoos and breadfruits are all for sale.

S: Dem kuoko, badu an bredfruut ya a sel.

T: The turkey will be cooked before you return.

S: Di torki wil kuk bi taim yu kom bak.

T: Di kori-guot nyam-aaf aredi.

S: The curried goat is all eaten up.

T: I know the jester pot is broken.

S: Mi nuo se di jesta brok.

C - 1

Conversation.

C - 2

Practice reading the next six stanzas of Jamaica Patois.

Wen shi sel mi don shi se
"Ad dem op sinoriita,
Far iz haad fi intiende,
Jamieka diniera!"

Mi did nuo homoch i kom tu,
Bot mi staat fi ad i op,
An wen mi don mi tel har se,
Iz jos tuu bit an top!

Di wod neba out a mi mout
Bifuo shi grab mi han
An baal out pan tap a har fais
Fi tiif an poliis man!

Iz a gud ting se di poliisman
Woz sombadi mi nuo,
Lia hozban outsaid daata son
Wa dem kaal nak-nii Juo.

Wen him ask har homoch mi uo,
Misis i fraitn mi,
Fi hier Mis Laiza baal out
"Iz shilin an kwati".

So Laiza shi kyaan faam no muor
Pan dis Senoriita,
Far mi nuo se shi andastan
Wi Jamieka patwa.

CYCLE 89

M - 1

Yu waan hier Juo baal: "Du mi moki maasa, no bada wid mi", wen di pan-hed kech im fi go bring im op.	'You should have heard Joe cry out: "Please, sir, don't bother with me", when the constable held him to arrest him'.
Juo swiir se a no gyanja im ena smuok; a dis likl jakaas-ruop tubako im en ha ina di paip.	'Joe swore that he was not smoking ganja; (he said that) it was just some rope tobacco he had in his pipe'.
Yu beta mek di bes a di halidie nou. Neks wiik dis taim yu frii-piepa bon.	'You had better make the best of your holidays now. At this time next week, you will be back in school (Lit. your free paper burn).

M - 2

T: A jakaas-ruop nomo Maas Jan him sumuok.

S: It's rope tobacco only Mr. John smokes.

T: You should have returned earlier.

S: Yu shuda ben kom bak suuna.

T: I knew what it all added up to.

S: Mi ben nuo homoch i kom tu.

T: Di wod neba out a mi mout, him grab mi.

S: The words were hardly out of my mouth than she grabbed me.

T: I know she understands our patois.

S: Mi nuo se him andastan wi patwa.

C - 1

Conversation.

C - 2

Review the entire poem: Jamaica Patois.

C - 3

Tell in Creole a story which will illustrate the proverb: "Ebri uol huo hab im tik a bush".

CYCLE 90

M - 1

Misis, mi naa taak tu eni an eni man. Mi waan wan stuoshas man fi kom fren mi.	'Mistress, I won't talk to just any man. I want a dandy man to be my lover'.
Misa Gyaadna wail yusi. Im ha bout siks outsaid pikni bisaid di nain we im gat wid Miss Ema.	'Mr. Gardner is quite lecherous. He has about six 'outside' children, in addition to the nine he has by Miss Emma (his wife).
Im tretn mi se ef a se 'fe' im wi baks me; so mi dis tek op di kukumaka gi im wan big lik.	'He threatened me saying that if I said "fe" he would box me; so I just took up the cucumaca stick and hit him hard'.
Wat a ruogin bwai da Piita, duo. Mi neba ton mi bak gud im tiif di mak-an-top we mi lef pan di dresa.	'What a thieving boy that Peter is! I had barely turned my back when he stole the one shilling and penny halfpenny I had left on the dresser'.

M - 2

Put the following sentences in the past tense using the cue word given:

T: I know she will come. (ben)

S: Mi ben nuo se im wuda kom.

T: She is threatening to box me if I tell you anything. (ben a)

S: Im ben a tretn fi baks mi if mi tel yu eniting.

T: I took up the cucumaca stick and hit him. (ben)

S: Mi ben tekop di kukumaka an lik im.

T: The constable caught him stealing a bicycle.

S: Di pan-hed ben kech im a tiif wan baisikl.

C - 1

Conversation

C - 2

Review the story Duoba.

C-- 3

Listen to the words and music of "Matty Drownded".

CYCLE 91

M - 1

Di red-siim gaan wid Hendri, se a him tiif Misa Koni yam groun.	'The policeman has gone off with (arrested) Henry, on the grounds that it was he who robbed Mr. Cunningham's yam field'.
Ef yu no main shaap, dem truo im a jiel an gi im kyat-a-nain-tiel.	'In all probability they will throw him in jail and beat him in jail and beat him with the cat-o-nine tails besides'.
Yu beta wach yuself wid Aata, faar him a jinal yunuo. Im tek ebribadi mek kunumunu.	'You had better be wary of Arthur, for he is very crafty. He makes a dupe of everybody'.
Mis Mati fingga-lait bwai no du notn aal die bot sidong todi kiim hou fi brok bakra hous a nait.	'Miss Matty's thieving (finger light) boy does nothing all day but schemes and plots (study schemes) how to burglar white folks' houses at night'.

M - 3

(Review 'A' Inversion: Cycles 51 & 52)

Give the inverted sentence which corresponds to the following, using the using the cues given.

T: Ruut pudong di paki a groun. (paki)

S: A di paki Ruut pudong a groun.

T: Pupa gaan a mountn fi bon kuol-skil. (mountn)

S: A mountn Pupa gaan fi bon kuol-skil.

T: Mis Jaaji habaan kwiiza tide. (kwiiza)

S: A kwiiza Mis Jaaji habaan tide.

T; Kiet kyari im moni iina tredbag nomo. (tredbag)

S: A tredbag nomo Kiet kyari im moni iina.

T: Juo bon bara mi tinkies fi go a toun. (Juo)

S: A Juo ben bara mi tinkies fi go a toun.

C - 1

Conversation.

C - 2

Review the poem: Ice Cream.

C - 3

Sing Matty Drownded and learn the proverbs:

1. Kak mout kil kak.

(Lit. Cock's mouth kill cock).

Meaning: What you say inadvertently may incriminate you.

2. Kou ded lef trobl gi kou kin.

(Lit. Cow dies and leaves trouble for cow's kin).

Meaning: When one departs, one leaves difficult problems to one's relatives or successors.

CYCLE 92

M - 1

Jien him a riel fayakiti; im wi takl Misa Hil bout di waata trok.	'Jane is a very fiery and brazen person. She will tackle (challenge) Mr. Hill about the water truck'.
Misis, tan todi yaa, mek mi hier wa im a go se, faar a trii die nou di trok fi kom, an aal di taak wi taak, karanapo.	'Mistress, be quiet you hear? Let me hear what he will say, for it's now three days that the truck should have come, and despite our complaints, there is nothing but silence'.
Laad, Tiicha, taim haad, bot we fi du? Mi dis hafi gront an bier i.	'Lord, Teacher, the times are hard, but what can I do? I can't steal, I just have to bear it patiently'.

M - 2

(Review of Predicate Inversion: Cycles 53 & 54)

Give the inverted sentence which corresponds to the following, using predicate verb or predicate adjective only.

T: Mi dis a go mek wan kisaada puon nou.

S: A mek mi dis a go mek wan kisaada puon nou.

T: Anji bara mi dochi fi mek bami.

S: A bara Anji bara mi dochi fi mek bami.

T: Mis Luusi sidong a duormout huol-die.

S: A sidong Mis Luusi sidong a duormout huol die.

T: Him wan dege shot tieraaf pan di pingwing fens. ('His one and only shirt got torn off on the cactus fence').

S: A tieraaf him wan dege shot tieraaf pan di pingwing fens.

T: Juo fraitn fi Maas Boti.

S: A fraitn Juo fraitn fi Maas Boti.

C - 1

Conversation.

C - 2

Review the poem Uriah Preach.

C - 3

Sing the Song Slide Mongoose.

CYCLE 93

M - 1

No fitiig mi dais ma. Yu go bout yu bizniz lef mi mek mi gwaan kuk mi pepa pat.	'Do not pester and annoy me. Mind your own business and let me continue making my pepper-pot soup'.
Dem gyal sen kom beg mi mek tayaliif an rondoun til dem kom, bot aafta wi no iibn a kuk dem sinting agen.	'The girls have sent to ask me to make "tie-a-leaf" and 'run-down', but we don't even cook those things any more'.
Den Jan no aawiez miit Zaki a iibnin taim, mek di tuu a dem go a Miss Luu go iit grato an jorkpuok?	'Then John always met Zacky in the evenings, for them both to go to Miss Lou's to eat hard bread and jerked pork (smoked pork).

C - 1

Conversation.

C - 2

Read the story Annancy and Brother Tiger as it appears on page 7 of Jamaican Song and Story. Then read the Creole version given here.

Wan die Anansi an Bra Taiga go a riba fi wash kin. Hier Anansi tu Bra Taiga: "Bra Taiga, yu so big, ef yu go iina di bluu huol wid yu fat yu a go droundid, so yu fi tek out yu fat so lef i ya".

Taiga se to Bra Anansi, "Yu fi tek out fi-yu tu".

Anansi se, "Yu tek-out fos, an mek mi tek out aafta".

Taiga fos tek-out.

Anansi se, "Gwaan iina huol Bra Taiga, mek mi si hou yu swim lait".

Bra Anansi him neba go iin.

Wail Taiga a swim haad-haad, Anansi tek op im fat an iit i.

Den Anansi so fraitn fi Taiga, him lef di ribasaid go a Big Mongki Toun.

Him se: "Bra Mongki, mi hier dem a shing wan shing a ribasaid se:

Yeshide dis taim mi a nyam Taiga fat (Repeat three times)

Di Big Mongki draib im we, se dem no waan hier no sang.

So im lef an go a Likl Mongki toun, an wen im go im se: Bra Mongki, a hier wan shwiit sang a ribasaid se:

Yeshide dis taim mi a nyam Taiga fat.
Yeshide dis taim mi a nyam Taiga fat.

(Continued in next cycle)

CYCLE 94

M - 1

Mi sen Ruoz a gran maakit wid poun, an im kom bak wid Dochman tuori kyaan gi mi no gud akount a i.	'I sent Rose to Grand Market with a pound, and she has returned with an incredible story; she can't give a good accounting for it'.
Tel yu pa se Mis Kieti se im ha wan pan a nyuu shuga, a homoch far i.	'Tell your father that Miss Katy wants to know how much for the pan of new sugar which he has (for sale)'.
Mis Efi, mi en go doun a Bie, bot a suoso pere-pere fish mi si. Dem neba wot jil. Mi kudn bai dem.	'Miss Effie, I went down to the Bay, but I saw only some little worthless fish. They were not worth three farthings. I couldn't buy them'.

M - 2

(Review of Inverted Equating Sentences: Cycle 56)

Give the English or Creole equivalent.

T: A huufa saalting dis iina paki?

S: Whose saltmeat is this in this guord?

T: Is this Sister Kate's tincase?

S: A Sta Kiet tinkies dis?

T: What do you have in that pouch?

S: A wa dat yu gat ina da tredbag de?

T: A huufa kwiiza Maas Jani wier gaan lang de?

S: Whose pince-nez is Mr. Johnny wearing there?

T: Which mule has Arthur taken to the market?

S: A wichwan a di myuul Aata kyari gaan a maakit?

C - 1

Conversation.

C - 2

Continue reading the Creole version of Annancy and Brother Tiger!

Den Mongki se: "Sing di sang mek wi hier".

Den Anansi begin sing.

Mongki dem so lob di sang dem mek baal a nait an ha di siem sang a plie.

So wen Anansi hier di sang a plie, him glad fi go bak tu Bra Taiga.

Wen im go a i riba im si Taiga a luk fi im fat.

Taiga se: Bra Anansi, mi kyaan fain mi fat ataal.

Anansi se: "Ha ha! bidibai mi hier dem shing a Likl Mongki Toun se:

Yeshide dis taim mi a nyam Taiga fat (repeat)

Bra Taiga, ef yu tingk a lai, kom mek wi go a Likl Mongki Toun.

So him an Taiga go.

Wen dem kech a di plies, Anansi tel Taiga fi mek dem haid a bush.

Dat taim di mongki dem a daans an plie di siem tyuun.

Taiga hier.

Den Anansi se: Bra Taiga, wa mi tel yu? Yu no hier mi tel yu se dem a kaal yu niem op ya?

CYCLE 95

M - 1

Mi sen Janatan go pik kuoknat fi mek draps an gizaada, di fuufuul bwai kya waata-kuoknat kom	'I sent Jonathan to pick coconuts to make "drops" and "gizaadas"; the foolish boy brought me water-coconuts'.
Wen yu si Taata iit da pliet a yela yam an kaan puok don, an tekop im waataz, im dis draa chier, kakop im fut pan tomp, an go sliip an snuor.	'When you see Father finishes eating that plate of yellow yam and corned pork, and takes a drink, he just draws a chair, puts up his feet on a stump, falls asleep and snores'.
Mi no ha notn fi di pikni-dem brekfos tide bot likl ton miil, an som kuuli-fut shuga de fi mek brebij.	'I have nothing for the children's lunch today but a little cornmeal mush, and there is some "coolie-foot" sugar to make a beverage'.

C - 1

Conversation.

C - 2

Finish reading the Creole version of Annancy and Brother Tiger.

An di mongki dem neba tap wid di tyuun:
Yeshide dis taim mi a nyam Taiga fat. (Repeat)

Den Taiga go in di baal an aks Mongki-dem fi im fat.

Di Mongki-dem no nuo notn niem se, a Anansi laan dem di sang.

So Taiga kuda manij di Likl Mongki-dem, an im waan fi fait dem.

So di Likl Mongki sen we a biera go a Big Mongki Toun an bring doun lats a suoja, an Bra Taiga an Anansi.

So Bra Taiga hafi tek bush an Anansi ron op a hous-tap.

Fram dat, Taiga lib a wud tel nou, and Anansi de iina hous-tap.

Jak Manduora, mi ni chuuz non.

C - 3

Try telling stories to illustrate the proverb in Cycle 58.

CYCLE 96

M - 1

Yu fi tek di likl fain-fain fish mek fish-tii, an skobiich di res a dem.	'You must make fish-tea of the little fish, and escoveach the rest'.
Babi kou kuda haadli iit, i bluu. Fi-mi en fata beta rain an beta insaid.	'Bobby's cow could barely be eaten; it was meagre. Mine was fatter, with a better skin and better insides'.
A wanda homoch Misa Elis a go waan fi da maagakin hag ya. Mi an him no en kom tu no bizniz pan fut.	'I wonder how much Mr. Ellis will want for this meagre hog. He and I did not come to any agreement for the live animal'.

M - 2

(Review of Rhetorical Sentences: Cycle 58)

Give the "no" inversion form of the following, using the cues given you.

T: Jan-dem gaan dig yam an kuoko fi dina. (yam an)

S: No yam an kuoko Jan-dem gaan dig fi dina!

T: Taami ha bout ten pikni wid Mis Ema. (bout ten pikni)

S: No bout ten pikni Taami ha wid Mis Ema!

T: Piita tiif di moni aafa mi dresa. (Piita)

S: No Piita tiif di moni aafa mi dresa!

T: Di red-siim gaan wid Hendri. (gaan)

S: No gaan di red-siim gaan wid Hendri!

T: Mi sen Ruoz a gran maakit wid poun. (poun)

S: No poun mi sen Ruoz a gran maakit wid!

C - 1

Conversation.

C - 2

Tell the story of Annancy and The Tiger in your own words, acting out the parts where possible.

C - 3

(a) Listen to the words and music of Teacher Lick De Gal, and join in the refrain.

(b) Learn the proverbs:

1. Jak Panya krai fi laif, im no krai fi feda.

(Lit. Jack Spaniard cries for life, he does not cry for feather).

Meaning: One need only be concerned for long life, not for the immediate appurtenances of a good life. (These latter will come in good time).

2. Waata muor an flowa.

(Lit. Water is more than flour).

Times are so hard, I can't meet my expenses these days.

CYCLE 97

M - 1

Kom ya, dundus, kom ron go doun a Kozn Maata, beg har sen likl legins fi mi put iina di suup.	'Come here, darling, Come run down to Cousin Martha's and ask her to send me some legumes to put in the soup'.
Di pikni riez hel pan ruod se Mis Hilda wuon kot op di tuoto gi im.	'The child complained bitterly on the road that Miss Hilda wouldn't cut up the cake and give to him'.
Mis Anji him pudong kisaada waata a im yaad kil aaf aal a di foul dem.	'Miss Angie put cassava water in her yard, killing all the chickens (poisoning them).

M- 3

Give the English equivalent to the utterances given by your instructor.

T: No kya wa yu gwain du, him naa preke pan yu.

S: No matter what you do, he won't pay you any attention.

T: Aal di chap Chaali chap, di trii wudn faaldong.

S: Despite Charlie's constant chopping, the tree would not fall.

T: Ef unu gwaan mel mi, a gwain fiks unu.

S: If you all continue bothering me, I will retaliate.

T: Dem de harinj sowa laka laim

S: Those oranges are as sour as limes.

T: Tikya yu lego di kyaaf mek im dringk-aaf di milk, yunuo.

S: Be careful lest you let the calf loose to drink all the milk.

C - 1

Conversation.

C - 3

(a) Tell a story to illustrate:
"Chikin a bush kyaan bwail suup".

(b) Sing "Sammy Dead".

CYCLE 98

H - 1

Wen mi kech a toun dis maanin Mis Maagrit don sel-aaf aal a im kot-kiek an grieta kiek. A ongl wanggla an bomp pepamint an kakshaan im en ha lef iina im buol.	'When I reached town this morning Miss Margaret; had sold off all her cut-cake and grater cake. She had only wanglers, bump candy, and pop-corn balls left in her bowl'.
Unu naa ha no saril dis Krismos, faar i plaan tuu liet. Unu beta satisfai wid jinja bier.	'You all won't have any sorrel this year, for it was planted too late. You had better be satisfied with ginger beer'.
Gyata a draa im han nou-a-diez. Im no iibn waan gi nomo braata wen im sel wan likl baaskit a di starapl.	'Agatha is getting stingy now-a-days. She does not even want to give anything over when she sells a little basket of star-apples'.

C - 1

Conversation.

C - 2

Choose a partner with whom you will do this exercise. Select a poem from Jamaica Labrish which you have not yet practice reading, and then take turns reading the stanzas to each other. When you both think you have a satisfactory interpretation, record your version on tape. In the next two lessons you will be asked to listen to the other recordings for criticism.

C - 3

Sing the Song: Hold Him Joe.

CYCLE 99

M - 1

Sta Ruoz, yu fut shaat. Wi dis don bos wi beli wid bredfruut, bluu-draaz, and dip-an-faal-bak.	'Sister Rose, you are a bit late. We have just finished stuffing ourselves with breadfruit, boiled cornmeal pudding, and dip-and-fall-back'.
Mi go out a Maas Giebrel shap fi tek a stiil batam, bot mi get shuks. Him neba gat no beer fi mek i.	'I went down to Mr. Gabriel's shop to have a steel bottom (white rum and beer concoction), but I was disappointed. He had no beer to make it'.
Mi kyaan toch di rom at ataal. Di ongl wie mi kyan tek i a iida ina pimenta dram aar ina kiek.	'I can't touch rum at all. The only form in which I can take it is in pimento dram or in cakes'.

M - 2

Give the Creole or English equivalent of the following utterances:

T: Joe swore that he had never smoked ganja.

S: Juo swier se im neba sumuok gyanja yet.

T: Taata koch Piita, an lik im wid im kukumaka.

S: Grandpa caught hold of Peter and whacked him with his cucumaca stick.

T: Jane says she doesn't want to be courted by just any man.

S: Jien se im no waan eni an eni man fi kom kuotn im.

T: Beti dis a todi kiim fi tiif yu out a yu moni.

S: Bertie is merely plotting to rob you of your money.

T: If we are not careful, Jane will waste all the coffee.

S: If wi no main shaap, Jien dash-we aal a di kaafi.

C - 1

Conversation.

C - 2

Without benefit of text, listen to one of the recordings made in the last lesson. Discuss the meaning of the poem, and give a criticism of the presentation.

CYCLE 100

M - 1

Ebri Sonde iibnin Fredi push im snuo-baal kyaat kom doun Rom Lien, an wi pikni ron go bai snuo-baal, dandi-shandi and frisko.	'Every Sunday evening Freddy pushes his snowball cart down Rum Lane, and we children rush to buy snowball, dandy-shandy and frisco.
Yeside mi go a Darati yaad. A di fos mi eba it kuuli fuud. Dem gi mi ruti fiche bami, daal an baat we luk laik rais-an-piiz, an baji - a so dem kaal dem griinz.	'Yesterday I went to Dorothy's home. It was the first time I had Indian food. They gave me roti (which) looks like bammy, daal-and-baat, which looks like rice-and-peas, and baji, the name for their greens'.
A wanda a wen Mis Aimo a kom bak fram toun. Mi ha wan piis a guava duosi a siev fi him bout tuu mont nou.	'I wonder when Miss Imo is returning from town. I have been saving a piece of guava dolce for her about two months now'.

M - 2

Give the Creole or English equivalent of the following utterances:

T: A-hou somoch smadi de a maakit tide?

S: How is it there are so many people in the market today?

T: A uk dem tek mek hampa, no?

S: It's hook they use to make hampers, isn't it?

T: Aal di fuos mi fuos im, im wudn boj.

S: Though I tried with all my might to force her, she wouldn't budge.

T: Joe used an open-guard cutlas to chop down the withes.

S: Juo tek opin-gyaad kotlis chap doun di wis.

T: Harry says he wants to build a two-storey house.

S: Hari se im waan bil wan opstierz hous.

C - 1

Conversation.

C - 2

Continue listening to the recordings made in Cycle 98.

C - 3

Sing the song: Fan Mi, Solja Man.

CYCLE 101

M - 1

Puo Iemi, di lili Kuuli rayal gyal no tek-we Maikal fram im!	'Poor Amy. The little half-Indian girl has taken Michael from her'.
Aal di siem dat no sopraizn, faar Iemi him en a gwaan tuu fenke-fenke an fain-faal.	'That's not surprising just the same, for Amy was too finicky and hard to please (find fault)'.
Di uol bad-maindid uman tek mi gud-gud guol-ring dash a doti.	'The evil-minded woman threw my good gold ring on the ground'.
Wen mi aks im bout it, im tek faawod mout mi aaf pan tap a it. Mi no tingk im raitid, yunuo.	'When I asked her about it, she added insult to injury by berating me. I don't think she is in her right mind, you know'.

M - 2

Give the English or Creole equivalent of the following:

T: A wa da lili kuuli rayal gyal a du de?

S: What's that little half-Indian girl doing there?

T: Why are some people so hard to please?

S: A wa mek som smadi fain-faal so?

T: Da biebi de kyan gwaan fenke-fenke, iing?

S: That baby is rather finicky, isn't it?

T: Jaisi tek bad-maindid brok-op Chaalz spektikl.

S: Because of evil Joyce has broken Charle's glasses.

T: That girl is not in her right mind at all.

S: Da gyal de no raitid nontaal.

Da gyal de no iina im rait main nontaal.

C - 1

Conversation.

C - 2

Read the Bennett poem *Cheap-Fare Day*, and learn the meanings of the new words and phrases. (The Bennett orthography only is given here).

Tantuddy mah meck me sidung,
Tap wriggle yuhself, cho,
All yuh too high fe dis yah train.
Matty come katch yah soh.

She wone dress-dung? clap' pon har lap
Because we all dah pay,
More ovah she too dress fe deh
Pon train, pon cheap fare day.

Teng Gad, she gawn, *happy redants*
Now we can start fe nyam.
Me gat de *dip-dip* yah Tayma
Pass de yabbah wid de yam.

Sake a dah big mout' police-man
Me nealy miss de train.

Tayma yuh like me no-toe boots
Me buy it down de lane.

De 'oman was a show me wan
Po petty-faggin' wan,
But me tell har me no want i --
Pickney teck out yuh han' !.

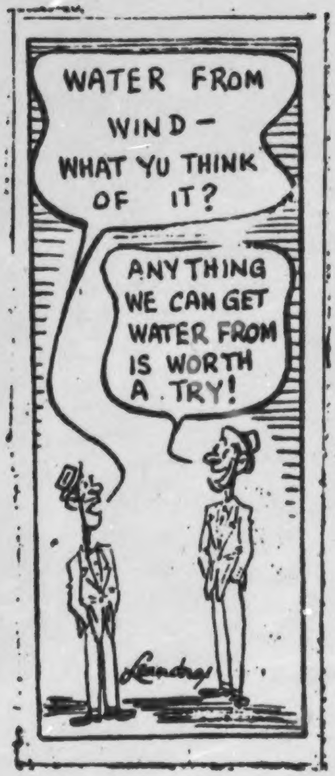
Matty talk to yuh lickle gal,
No bada suck yuh teet,
Tell har stap wallah up har han'
Eena de tings fe eat.

Pass de sugar-wata fe me chile
An' meck me ease me thirs',
Matty yu li' gal can nyam sah!.
Chile mine yu belly burs.

Wat a way we deh go fas doah
De train eena him saal.
Is alright wid me wile him doan
Capsize an' kill we all.

For 'ow yuh see me jus' dun nyam.
An' favah roasen bull,
Me hooden like fe dead at all.
Wid dis yah belly full.

245A


WATER FROM WIND - WHAT YU THINK OF IT?
ANYTHING WE CAN GET WATER FROM IS WORTH A TRY!
Leandro

A: Waata fram win - wa yuu tingk bout i?

B: Eniting wi kyan get waata fram wot traial.

CYCLE 102

M - 1

Mi a wan smadi no tross dem Meruun piipl nontaal. Dem tuu koni. Di huol a dem a jinal.	'Personally speaking, I don't trust those Maroons at all. They are all crafty people'.
Kirout bwai! Afta mi no yu tetes. Yu no si se mi no non pyang-pyang.	'Get away, boy! I am no sweetheart of yours. Can't you see that I am no ordinary person'.
Yu si Ruoz biebi yet? Im a kwaaw. Mi no nuo how Ruoz a go manij wid dat-de bakra pikni.	'Have you seen Rose's baby yet? It is an albino. I don't know what she is going to de with that albino child'.
Yes, misis, Kozn Jien di de big an bufu-bufu laka asunu siem wie.	'Yes, my dear, Cousin Jane is still as big and clumsy as an elephant'.

M - 2

Give the Creole or English equivalent to the following:

T: Those who have no knives can't eat watermelons.

S: Dem smadi huu no ha naif kyaan nyam waata-melan.

T: A sho-aaf yu waan sho-aaf mek yu go roun de.

S: It's because you want to show off that you went around there.

T: Siem wie hou mi tel yu, a so i go.

S: It happened exactly as I told you.

T: I heard the pipe leaking tip tip all night.

S: Mi hier di paip a liik tip tip huol nait.

T: Those who are rich can buy white elephants. (Proverb)

S: Daag ha moni, im bai chiiz.

C - 1

Conversation.

C - 2

Practice the first five stanzas of Cheap-Fare Day.

Tantodi ma, mek mi sidong,
Tap rigl yuself, cho!
Aal yu tuu hai fi disya trien
Mati, kom kach yaso

Shi wuon dres-dong? Klap pan har lap
Bikaaz wi aal da pie,
Kuoruoba shi tuu dres fi da
Pan trien, pan chiep-fier die.

Teng Gad, she gaan. Hapi redants,
Now wi kyan staat fi nyam.
Mi gat di dip-dip ya Tiema
Paas di yaba wid di yam.

Sieka da big-mout poliisman
Mi nieli mis di trien.
Tiema yu laik mi nuo-tuo buuts
Mi bai i doun di lien.

Di 'oman woz a shuo mi wan
Puopetifagin wan,
Bot mi tel har mi no waant i
Pikni tek out yu han!

8 - 3

Listen to the song Matty Walla Lef, joining in when you can.

CYCLE 103

M - 1

Di wie dem en *pichi-pachi* an *ragid'*, mi en tingk se dem a *buguyaga niega*.	'They were so patched and ragged, I thought they were low-class people'.
Mi no fraitn fi di huol *jing-bang* a unu. Mi likl, bot mi *talawa*.	'I am not scared of the whole bunch of you. I may be small, but I am strong and fearless'.
Di *mout-a-masi higla uman* en a trai fi tiif mi bot mi did get *bringgl* pan im, mek im nuo se mi no *mumu*.	'The talkative street vendor was trying to rob me, but I got very angry with her, and made her understand that I was no fool'.
Jieki tek im *swiit-mout* fuul-op Mis Ruozi, mek im biliib se im en a go marid im.	'In his charming way Jakie tricked Miss Rosie into believing that he meant to marry her'.

M - 2

Give the Creole or English equivalent of the following:

T: Jane would have to buy that hat.

S: Jien wuda [illegible] hafi bai dat-de hat.

T: It must be under the house that you found that pot.

S: A mosa anda hous yu fain dat-de pat.

T: A brok yu brok di yaba mi dis bai?

S: Have you broken the 'yabba' I just bought?

T: Wa du yu mek yu so bringgl tide?

S: What's wrong with you, that you are so angry today?

T: A swiit-mout yu swiit-mout mek dem biliib yu.

S: It's because you are charming that they believe you.

C - 1

Conversation.

C - 2

Practice the last four stanzas of Cheap-Fare Day.

Mati, taak tu yu likl gyal
No bada sok yu tiit,
Tel har stap wala op har han
Iina di tings fi iit.

Paas di shuga-waata fi mi chail
An mek mi iiz mi tors,
Mati yu li' gyal kyan nyam sah
Chail main yu beli bors.

Wat-a-wie wi de go faas duo
Di trien iina him saal.
Iz aalrait wid mi wail him duon
Kyapsaiz an kil wi aal.

Faar ou yu si mi jos don nyam
An fieva ruosn bul,
Mi hudn laik fi ded ataal,
Wid disya beliful.

C - 3

Play the game of "Rumor", using a Creole proverb as the message. The first player whispers the proverb to his neighbor, who in turn whispers it to the next person, and so on down the line. The last person says aloud the proverb he hears.

CYCLE 104

M - 1

Bifuo di uman tel im pikni fi tap wala op im han iina mi fuud, im kom sok im tiit afta mi.	'Instead of stopping her child from wallowing in my food, she sucked her teeth at me?'
Mi no nuo a wa Henrieta en a du iina dat-de ruum. So i chaka-chaka, a so i doti, an fulop a aal kain a banggarang.	'I don't know what Henrietta was doing in that room. It was not only exceedingly untidy, but also dirty and full of all kinds of junk'.
Yu si di nyuu puosmisis yet? Im winji an kraani so tel, bot im nais fi-truu.	'Have you seen the new postmistres yet? She is very frail and skinny, but she is very nice indeed'.
No pie Jan no main, yaa. A fuos raip a du im; im tuu fiesi an faawod.	'Pay no attention to John, do you hear? It's precocity that is his trouble. He is too impudent and forward'.

M - 2

Give the Creole or English equivalent of the following:

T: A chak op a Gaadn Toun Puosmisis lib.

S: It's all the way up at Gordon Town that Postmistress lives.

T: I wonder why Butcher Jones is so thin and skinny.

S: A wanda wa mek Bucha Juonz so maaga and kraani.

T: Mary came all the way to my house to complain about you.

S: Mieri kom slap a yaad kom komplien bout yu.

T: There is no mint in the house; we have cerassee only

S: No mint no iina hous; a suoso sorosi wi gat.

C - 1

Conversation.

C - 2

TO THE STUDENT

For this and the next lesson you need to know the story of Anansi and the Plaintains. See Anansi, the Spider Man, by Philip M. Sherlock. Try telling this story in Jamaican Creole.

C - 3

Sing the song: Matty Walla Lef.

CYCLE 105

M - 1

Maas Chaali a go marid wan nais Chaini rayal gyal. Im gat wan kuul sambo kola, an im priti kyaan-don.	'Mr. Charlie is going to marry a nice half Chinese girl. She is of a soft darkish brown complexion, and exceedingly beautiful'.
Unu kyan gwaan tingk se Maruun a bonggo fuul. Dem waiza an unu, an ef no main shaap dem rap unu op, fling-we.	'You all are mistaken in thinking that Maroons are backward folk. They are smarter than you, and if you aren't careful will outwit you'.
Mi dis aks di malata uman wen Misa Klarens a kom bak; im get raatid an staat kos se im no Misa Kalrens houskiipa.	'I merely asked the mulatto woman when Mr. Clarence would return. She got real angry, and began to curse, saying she was not Mr. Clarence's Mistress'..

M - 2

T: Mis Mati a kwaril se yu no sen di bami.

S: Miss Matty is berating you because you have not sent the bammy.

T: I am sorry that the children did not find you at home.

S: Mi sari se di pikni dem neba fain yu a yaad.

T: Hendri beks se Mis Luusi no waan marid im.

S: Henry is hurt because Miss Lucy doesn't want to marry him.

T: Miss Lou is proud of her son. He passed his examination.

S: Mis Luu proud se im son paas im egzam.

T: Paasn no mad se mi neba krisn di biebi a chapl?

S: Parson is very angry,because I didn't christen the baby at the chapel.

C - 1

Conversation.

C - 2

Practice the Creole version of Anansi and the Plaintains. Choose members of the group to be Anansi, Rat, and Crooky. A narrator should tell the story, leaving the main actors to speak their parts.

CYCLE 106

M - 1

A so nomo kwashi tan, yunuo. Dem no wot. Az yu ton yu bak so, dem staat siitful pan yu.	'That's characteristic of low-caste Negroes, you know. They are not trustworthy. No sooner is your back turned than they begin to speak ill of you'.
Ron go a shap go beg Kwiizai tros mi fuor bit wot a saalfish tel a maanin.	'Run to the shop and ask the Chinaman to credit me one and sixpence worth of codfish till tomorrow morning'.
Laad, misis, shet-op yu mout! Yu tuu krai-krai. Afta a no yu wan a fiil di haad taim, ma.	'Lord, woman, shut up! You complain too much. After all, you are not the only person experiencing difficult times, you know?'

M - 2

Give the English or Creole equivalent of:

T: A so nomo Kieti tan. Im no satisfai ef im naa siitful pan smadi.

S: That's characteristic of Katie. She is not satisfied if not speaking ill of someone.

T: It's a wise head that keeps a still tongue. (Proverb)

S: A no waant a tong mek kou no taak OR
No ebriting gud fi iit gud fi taak.

T: Yu wuda mos gi Hari di wan dege kuoknat mi gat, iing?

S: You would give Harry my one and only coconut, wouldn't you?

T: A klier pan tap a kichin dresa mi en put i, yunuo, sa?

S: It's way on top of the kitchen dresser I had put it, you know, sir?

T: Lord, sir, for a grown man you complain too much.

S: Laad, sa, yu tuu-krai-krai fi big smadi.

C - 1

Conversation.

C - 2

Review the poem "Cheap-Fare Day".

C - 3

Learn the proverbs:

1. Ef mi kyaan kech Hari, mi wi kech im shot.

Lit. If I can't catch Harry, I'll catch his shirt.

Meaning: If I can't wreak vengeance on my enemy directly, I'll hurt him indirectly through someone he cherishes.

2. Ebriwe mi ton maka juk mi.

Lit. Wherever I turn, thorns prick me.

Meaning: No matter what I do, misfortunes befall me.

CYCLE 107

M - 1

Miida kech ya lang taim, bot di ruod so swipl an pyaka pyaka wid di rien, mi kudn mek no taim.	'I would have reached here long ago, but the road was so slippery and slushy because of the rain, I could not drive fast'.
Mi si Kozn Suu doun a Frii-Toun laas wiik. Im luk bogobogo yusi. Mi hier se a wan falalain kofi man im de wid nou.	'I saw Cousin Sue down in Free Town last week, look very unkempt indeed. I hear that she now consorts with a stupid shiftless man'.
A wanda we Bukiipa im fain dat-de trang-mout grabalishas gyal we im gat de nou.	'I wonder where the book-keeper found that talkative avaricious girl he consorts with now'.

M - 2

T: A wan dege bod-mout arinj yu gi mi?

S: Is it only one bird-eaten orange you have given me?

T: My clothes got very, very wet in the rain.

S: Mi Kluoz-dem wet-op kyaan-don jina di rien.

T: When we grow old, we are at the mercy of others. (Proverb).

S: Bul uol, yu tek kaan-trash liid im.

T: The mule stopped abruptly in the middle of the path.

S: Di myuul tanop brapsiina di migl paas.

T: Siera no wuda en mos hafi kom tu.

S: Sarah would surely have to come too.

C - 1

Conversation.

C - 2

Read the story Annancy And Hog. Page 98 in Jamaican Song and Story.

Wan die Anansi an im granmuma go a wan grong. Anansi lef im faif. Wen im komin huom, him an him granmuma, him se: "Granmuma, yu nuo mi lef mi faif a grong".

Im granmuma se, "Mi som mi nuo yu wel. Yu bad kyaan-don. Go fi i, bot no plie".

Wen Anansi a kom huom im plie:

Non a wi, non a wi komando
Sieri gaan huom komando
Ya ka Yaki Yak komando
Sok yu mada buon komando

An az im plie im miit Hag. Hag se, "Breda, a yu a plie da swiit swiit chuun?" Anansi se, "nuo Bra". Hag se, "Plie mek mi hier". Anansi plie twii, twii, twii, suoso rang nuot. Hag se "Cho, yu kyaan plie". Hag gaan roun shaat paas.

Az Hag go roun shaat paas, im bok op di bwai a plie di tyuun. Hag se: "Bra Anansi, a tingk a yu a plie, yu boga, yu lait fi mi dina, yu liba fi mi daag". An Hag kyari huom Anansi fi go du im op fi im dina. An wen hag tingk im don op Anansi, Anansi don op im uona mada. An dat mek Hag naasi fiido op tu tide die.

Jak Manduora mi no chuuz non.

C - 3

Learn the proverb:

Haad-iez pikni waak tuu taim.

Lit. Disobedient children walk two times.

Meaning: Those who are disobedient reap bitter consequences.

CYCLE 108

M - 1

Si ya pikni, a wa du yu? A *haad-iez* yu *haad-iez* aar a *dongkya* yu dongkya? Yu si hou lang mi tel yu se yu frak rang said, an yu no chienj i yet?	'Look here, child, what's wrong with you? Is it that you are stubborn or is it that you don't care? I have told you repeatedly that your dress is inside out, and you have not changed it yet'.
Mis Jaaji, wat-a-wie Sidni likl an *buosi*. An im *manazebl*, yusi. Jan him a suoso *krof*. An liki-liki! Dem kaal im Belagot.	'Miss Georgie, how dandy is little Sidney! He is well-mannered too'. 'John is a very crude boy. He is very greedy too. They call him Bella gut (stuff your belly)'.

M - 2

T: If you don't leave before dawn, you won't get any.

S: Ef yu no lef bifuo die, yu naa get non.

T: Be sure you stop off at the shop on your way home.

S: Kek shuor yu tap a shap wen yu a kom huom.

T: Bai top wot a saal an wan bredfruut kyari kom.

S: Buy a penny-halfpenny worth of salt and a breadfruit for me.

T: Ruth is ashamed that her dress got torn.

S: Ruut shiem se im frak tierop.

T: Mi sari se dem kech im a smuok di gyanja.

S: I am sorry he was caught smoking ganja.

C - 1

Conversation.

C - 2

Review the story Annancy And Hog, and try telling it in your own words in Creole.

C - 3

Sing Tiicha Lik Di Gyal.

CYCLE 109

M - 1

Laad, Mis Vai, mi no nuo hou fi go huom. *Fretnieshan* naa kil mi? Mis Alis gwain *haig* mi laik tiks so mi tan tuu liet.	'Lord, Miss Vie, I really don't know how to go home. I am worried to death. Miss Alice is going to nag me all night because I have stayed so late'.
Ebri maanin Mis Eti *langgulala* daata an im likl *dogi* fren paas ya go op a haspital fi go *laan dispensa*. Wi kaal dem Lang-an-Shaat.	'Every morning Miss Ettie's very tall daughter and her short little friend pass here on their way to the hospital where they are studying to be druggists. We call them "Long-and-Short".
Fram di die Kozn Laiz an Mis Shati ha dem big *kas-kas* a maakit, dem a *kip malis* tel nou.	'Ever since Cousin Lize and Miss Shatty had that big quarrel in the market, they have not uttered a word to each other'.

M - 2

(Review of Cycle 64).

T: Be careful not to let the policeman catch you, you know.

S: Tikya yu mek the poliisman kech yu, yunuo.

T: Tikya yu mek eni a di nyuu shuga wies.

S: Be careful not to waste any of the new sugar.

T: Be sure you don't eat up my "tie-a-leaf" and "run-down".

S: Main yu nyam-aaf mi tayaliif an ron-doun.

T: Tikya yu no put no jork puok iina di bag.

S: Be sure to put some jerked pork in the bag.

T: Main yu no lef non a di grato fi mi, yunuo.

S: Be careful lest you don't leave any of the hard bread for me, you know.

C - 1

Conversation.

C - 2

Read the Bennett poem "Colonization In Reverse". (Orthography is Miss Bennett's).

Wat a joyful news, Miss Mattie,
I feel like me heart gwine burs'
Jamaica people colonizin
Englan in reverse.

By de hundred, by the t'ousan,
From country and from town,
By de ship-load, by the plane-load
Jamaica is Englan boun.

Dem a-pour out o'Jamaica,
Everybody future plan
Is fe get a big-time job
An settle in de mother lan.

What a islan! What a people!
Man an woman, old an young
Jusa pack dem bag an baggage
An tun history upside dung'.

Some people don't like travel,
But fe show dem loyalty
Dem all a-open up cheap-fare,
To - Englan agency.

An week by week dem shippin off
Dem countryman like fire,
Fe immigrate an populate
De seat o' de Empire.

Oonoo se how life is funny,
Oonoo see de tunabout,
Jamaica live fe box bread
Outa English people mout'.

For wen dem catch a Englan,
An start play dem different role,
Some will settle down to work
An some will settle fe de dole.

Jane say de dole is not too bad
Because de payin' she
Two pounds a week fe seek a job
Dat suit her dignity.

Me say Jane will never find work
At the rate how she dah-look,
For all day she stay pon Aunt Fan couch.
An read love-story book.

Wat a devilment a Englan!
Dem face war an brave de worse,
But I'm wonderin' how dem gwine stan'
Colonizin' in reverse.

(NOTE TO STUDENT).

This is one of Miss Bennett's later poems. The style is much closer to Standard English than the earlier poems you have read so far. A few changes have therefore been made in the practice exercises in Cycles 110 and 111 to give a more valid Creole flavor.

CYCLE 110

M - 1

No wori yusef bout Luuta, yaa, ma. Him nuo hou fi krob drai yaaz. Swiit-mout wi kyari him truu.	'Don't be too concerned about Luther, mam. He know how to win his way with others. His charming manner will carry him through'.
A gud! If yu no en so fala-fashin yu wudn en ina di manggo trii fi di pan-hed fi kech yu.	'Serves you right. Were you not given to following the crowd you would not have been caught in the mango tree by the constable'.
Unu kyan taak-out loud we unu a se. Unu no hafi su-su bikaaz mi de ya.	'You can converse audibly. You need not whisper because I am here'.

M - 2

(Review of Cycle 63)

T: I have nothing to do with that brazen girl.

S: Mi no bizniz wid da fayakiti gyal-de.

T: Serves you right! You had no right going there.

S: A gud! Yu no en bizniz fi go de.

T: Strangers should not meddle in family quarrels. (Proverb)/

S: Haas no biznis a kou fait.

T: We unu no lef mi luon? Afta unu no bizniz wid mi.

S: Why not leave me alone? After all, you have nothing to do with me.

T: Dem en kom ya, bot mi no bizniz wid dem ragidi piipl, yaa.

S: They came here, but I have nothing to do with people in rags, hear?

C - 1

Conversation.

C - 2

Practice the first six stanzas of Colonization in Reverse.

Wat a joyful nyuuz, Mis Mati
A fiil laik mi haat gwain bos
Jumieka piipl kalanaizin
Ingglan in rivos.

Bai di hondred, bai di tousan
Fram kontri an fram toun,
Bai di ship-luod, bai di plien-luod
Jumieka iz Ingglan boun.

Dem a puor outa Jumieka
Ebribadi fyuucha plan
Iz fi get wan big-taim jab
An sekl in di mada lan.

Wat a ailan! Wat a piipl!
Man an uman, uol an yong
Disa pak dem bag an bagij
An ton histri op said dong!

Som piipl duon laik trabl,
Bot fi shuo dem laayalti
Dem aal a uopn-op chiip-fier
Tu - Ingglan iejensi.

An wiik bai wiik dem shipin aaf
Dem kontriman laik faya,
Fi imigriet an papyuliet
Di siit a di Empaya.

C - 3

Sing the song Cudelia Brown.

CYCLE 111

M - 1

Tiema hozban him a raa *mampaalo*. A him kuk an wash an kliin di hous. Tiema dis *tek im mek wan ting.*	'Tayma's husban is quite effeminate. He even cooks, washes, and cleans the house. Tayma treats him very shabbily'.
Huol maanin yu out de a *truo wod* fi mi, an nou yu si mi wid di likl kuoknat waata yu waan trai kom *swiit mi op*.	'You kept throwing all kinds of abuse at me all morning, and now that you see me with a little coconut water you are trying to be nice to me'.
Wat a *kobel* Kyati en a riez out a yaad laas nait! Mi neba nuo se im a soch a *tegereg*. Mi *iez kudn chaa graas* di wie im gwaan bad.	'What a loud quarrel Cathie stirred up out in the yard last night. I had no idea she was such a quarrelsome bully. She behaved so badly, I could not hear anything else'.
Yu si hou Jais and Ruoz *nak hed* an a gi wan aneda *labrish*? Likl afta dis dem ina somoch *kyari-go bring-kom* tuori, dem a go *faal out* an staat malis wan aneda.	'Do you see how chummy Joyce and Rose are, constantly chattering? They will soon be in such trouble for scandal-mongering, their friendship will break, and they will refuse to speak to each other'.

Di uol bufutu woman waan tek mi mek preke, tingk se mi wuda biliiv im kakanbul tuori.	'The big old ill-shaped woman must have thought I'd be foolish enough to believe her ridiculous story'.
Kom, mi bobo. Kom kik pupa lik fi Grama.	'Come my sweet child. Come and do a somersault for Grandma'.

C - 1

Conversation.

C - 2

Practice the last five stanzas of Colonization In Reverse.

Unu si hou laif foni?
Unu si di tonabout?
Jumieka lib fi baks bred
Outa Ingglish piipl mout.

Faar won dem kech a Ingglan,
An staat plie dem difran ruol
Som wi sekl doun tu wok
An som wi sekl fi di duol.

Jien se di duol iz nat tuu bad
Bikaaz dem piein shii
Tuu poun a wiik fi siik a jab
Dat suut har digniti.

Mi se Jien wi neba fain work
Di riet hou shii da luk
Faar aal die shi de pan Aan Fan kouch
Da riid lob-stuori buk.

Wat a deblment a Ingglan!
Dem fies waar an briev di wos
Bot a wanda hou dem gwain stan
Kalanaizin in rivors.

C - 3

Practice this riddle:

Rigl mi dis, rigl mi dat
Ges mi dis rigl an paraps nat.

Riddle:

Ol Ingglan ded an neba ratn.

Answer: Graas bakl (Lit. Glass bottle).

CYCLE 112

M - 1

Dem pikni out a skuulyaad a plie *kushu*. Di likl wan-dem a ron op an doun wid *briizmil*.	'The children are out in the school-yard playing "cashew". The little ones are running around with toy windmills'.
Jan a fait Piita fi im *gig*, bot Piita *huolaan* pan i, se im naa gi i op tel Jan gi im im *nikal*.	'John is fighting Peter to reclaim his top, but Peter holds on to it, refusing to give it up till John returns his nicker'.
Mi hier se dem gwain ha *brokinz* out a shap tinait. Mi a guop de go wach dem gyal *yangga* an wain op demself.	'I hear there is to be a dance out at the shop tonight. I am going up there to watch the girls "yangga" (dance) and grind their hips'.

M - 2

T: No kya honoch im beg mi, mi naa tel im we mi put i.
S: No matter how much she asks, I won't tell her where I put it.

T: No matter where you are, you will hear about it.
S: No kya we yu de, yu wi hier bout i.

T: Do you think he cares what happens to him?

S: Yu tingk se im kya wa hapn tu im?

T: No kya we mi ton, a di siem ting mi hier.

S: No matter where I turn, I hear the same thing.

T: Mi no kya ef unu it-aaf aal a di bula.

S: I don't care if you (all) eat up all the cakes.

C - 1

Conversation.

C - 2

Review the entire poem Colonization In Reverse.

C - 3

Learn the riddle:

Rigl mi dis, rigl mi dat

Ges mi dis rigl an paraps nat.

Riddle:

Mi faada hab an uol haas, an im neba mount pan im bak antel wen im bak suor.

Answer: House.

CYCLE 113

M - 1

Di drom-dem wiek mi op huol nait. Kiet se a di jangkunu dem a praktis, bot i soun muor laik a jomp dem a jomp poko tu mi.	'The drums kept me awake all night. Kate said it was a John Canoe practice, but to me it seemed more like a pocomania meeting'.
Misis, mi enjaay miself a Aant An set-op yusi. Mi tan out a kichin wid Siera-dem, a kuk an taak rigl huol nait.	'My dear, I enjoyed myself very much at Aunt Ann's wake. I stayed in the kitchen with Sarah and the rest, cooking and asking riddles all night'.
Swiiti gud lokid yusi. Im get fiifi, daal-biebi, an faya-krakaz iina fi-im loki-baks.	'Sweetie is very lucky. She got a toy whistle, a doll and fire-crackers in her lucky-box'.

M - 2

T: Aal di naiz di jangkunu dem mek dis ier dem no nais.ataal.

S: Despite their noisemaking this year the John Canoe was not much good.

T: Nobadi kyaan jomp jangkunu laka Siiza.

S: No one can dance the John Canoe like Caesar.

T: Aal we yu a se de a suoso rigl tu mi.

S: All you are saying there is only riddles to me.

T: The baby's porridge is as sweet as syrup.

S: Di biebi parij swiit no sorop.

T: Claris was very glad to get the whistle and the doll.

S: Klari en glad fi-truu fi get di fiifi an di daal-biebi.

C - 1

Conversation.

C - 2

Read the story of "Anansi and the Alligator Eggs" in Anansi, The Spider Man by Philip M. Sherlock. p. 64. Prepare to tell this story in Creole in your next lesson.

C - 3

Learn the riddle:

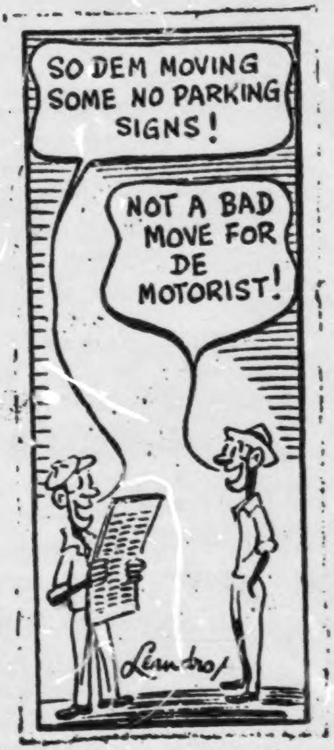
Rigl mi dis, rigl mi dat

Ges mi dis rigl an paraps nat.

Riddle:

Mi faada hab a huol hous a pikni an aal a dem kimbo.

Answer: Pat (pots).


SO DEM MOVING SOME NO PARKING SIGNS!
NOT A BAD MOVE FOR DE MOTORIST!
Leandro

A:: So dem a muuv som a di nuo paakin sain?

B; Nat a bad muuv fi di draiba-dem.

CYCLE 114

M - 1

Mis Emi mek dem bwai dringk-aaf aal di likl rom mi sieb fram krap-uoɔa.	'Miss Emmy let the boys drink up all the rum I saved from the end of crop festivities'.
Mi a man waak aal howaz a nait, an mi neba si no dopi naar no ruolin kyaaf yet.	'I walk at all hours of night, but I have never seen a ghost or a "rolling calf"(a kid of ghost)!
Kozn Bod no tap yaso, yunuo. Im op de a kos Vai se Vai go-we a Vier fi im, bot im ha wan sayans man fi fiks har.	'Cousin Bird is not a docile person, you know. She is up there abusing Vie. She claims that Vie went to Vere to obeah her, but she has a science man (obeahman) who will fix her'.

M - 2

T: Fresh kuol a tek mi laif.

S: (Fresh cold is taking my life) I have a very bad cold.

T: The coconuts fell "buf buf" all night.

S: Di kuoknat dem drap buf-buf huol nait.

T: One never calls attention to one's own faults. (Proverb).

S: Fingga neba se "luk ya".

T: Kozn Bod dis brok di kaana de, gaan lang.

S: Cousin Bird has just turned the corner there ahead of you.

T: Yu no gwain kech op wid dem disya taim a nait.

S: You won't find them (overtake them) at this time of night.

C - 1

Conversation.

C - 2

Divide into groups of three, each member of the group being responsible for telling in Creole one section of Anansi and the Alligator Eggs.

C - 3

Learn the riddle:
Rigl mi dis, rigl mi dat
Ges mi dis rigl an paraps nat.
Riddle:
Mi faada sen fi a huol trok luod a suolja, an ebriwan a dem kom wid boul hat.
Answer: Banaana.

CYCLE 115

M - 1

Bifuor di pikni-dem ron kom huom afta skuul, dem tap a di swingaang a plie. Dem neba koch ya tel naitfaal.	'Instead of running home after school, the children stopped to play at the swing. They didn't get home till nightfall'.
Ticha biit Ruufos bikaaz im put flayin haas pan Iemos siit.	'Teacher beat Rufus for putting a "flying horse*" on Amos' seat'. (*pin bent with point upwards).
Mi go a di kansot laas nait, but no suoso papishuo dem gwaan wid? Dem plie likl shie-shie myuuzik, sing some mento, an mek mongki-fies bot wi neba enjay wisef.	'I went to the concert last night, but the performance was a real puppet show. They played dance music, sang folk songs, and made grimaces, but we didn't enjoy ourselves.

C - 1

Conversation.

C - 2

Read the story XLV "The Old Lady and the Jar" in Jamaican Song and Story, p. 137.

A uol liedi hab tuu son, wan niem Duori Don an wan niem Tompa Tuo, an Tompa Tuo an Duori Don a hontaman. Wel dem gi dem muma nof sinting an se: "Muma mi a go a bush, no faas wid di jaar ina mi ruum".

Wen dem gaan uol liedi se: "A wanda wa mi son hab iina da jaar se mi no fi toch".

Uoliedi go shub im han insaid a di jaar. Di jaar huol uoliedi.

Uoliedi se: (Sing) Tompa Tuo, Laad! Duori Don oh, Laad.

An di jaar se:

"Mumma longgubelo, tum tulalulalum tum".

An di jaar faya him from di ruum tu di haal. An wen him riich tu di haal him se:

"Tompa Tuo, Laad! Duori Don oh, Laad".

Jaar se: "Muma longgabelo, Tum tulalulalum tum".

An aal dis taim di Jaar a huol im bai im han an kyaan let him go.

An di jaar truo him outsaid aduo. Wen him get out a duor uoliedi se: "Tompa Tuo, Lord! Duori Don uoh, Laad!".

Jaar se: "Muma longgubelo, Tum Tulalulalum tum".

Jaar huol aan pan im, Jaar faya him a siisaid nou.

An him gat wan daata a siisaid. Di daata se: "Du mi jaar, Du mi jaar wi yu siev, wi yu siev mi mada laif!".

Jaar se: "Uol liedi toch mi, uol liedi toch mi,
Yu neba wi si im nomuo."

Di daata se: "Du mi jaar, Du mi jaar! A wi gi yu som silva fi siev mi mada laif".

Jaar se: "Nuo, mi gyal, nuo mi gyal. A gat silva aredi;
Yu neba wi si im nomuo".

Di Jaar faya him in a sii.

Jak Manduora Mi No Chuuz Non.

CYCLE 116

M - 1

Maas Chaali maanin mach a gwaan gud dis wiik. Dem neba les an du nof wok enitaim Boti a di boma fi di singin.	'Mr. Charlie's morning match is going well this week. They always do plenty of work when Bertie takes the lead in the diggin songs'.
Gyata se im a kyari Aanal go a baamyaad, faar im no nuo weda a sik im sik aar ef a put dem put im so.	'Agatha says she intends to take Arnold to a balm-yard, to see whether he is sick indeed, or whether he has only been bewitched'
Mi no hafi fraitn fi dem and dem uobia; faar Pupa Jiizas mi ha yu an Big Maasa fi luk aafta mi.	'I need not fear them and their obeah, for Father Jesus, I have you and Big Master (God the Father) to protect me'.

M - 2

T: A thief will not let a dog see him. (Proverb)

S: Tiif naa mek daag si im.

T: Jan-dem tek fuul kyari di biebi go a baamyaad.

S: John and the others have foolishly taken the baby to the balmyard.

T: Sarah sent a huge piece of yam for us.

S: Siera sen wan big jongk a yam kom gi wi.

T: Mi no nuo wa Klaris a gwaan wid; se im a uobia Juo.

S: I don't know what Claris is doing; she claims she is working obeah for Joe.

C - 1

Conversation.

C - 2

Read "The Old Lady and the Jar" and try telling the story to a partner.

C - 3

Learn the proverbs:

1. Wen katn-trii faaldong, nani guot jomp uoba i.

Lit. When cotton tree falls, nanny goat jumps over it.

Meaning: When great ones fall, the weaker ones take advantage of the situation.

2. Wen flai a bada maaga myuul, nobadi no si; bot wen im kik, dem se im bad.

Meaning: The source of provocation often goes unnoticed. It is the reaction to provocation that most often gets the blame.

CYCLE 117

M - 1

Mi neba go a di nain-nait agen, yaa, faar i en a kwaal wen mi redi, an mi no en iebl mi wet-op.	'I did not go to the ninth night wake as I intendod for it was raining (squalling) when I got ready, and I didn't want to get wet'.
Yu waan si Kozn Hendri gaan lang de; dres op iina tuu botn suut, pus buuts, an jipi-japa hat; kwiiza pan him yai, an kukumaka tik iina im han.	'You should have seen Cousin Henry going along there, all dressed up in a three-buttoned suit, white tennis shoes, a straw hat, a lorgnette on his eyes, and a walking cane in his hand'.
Dem no kuk fuud iina manggo siizn, yunuo. Dem wash dem pat ton doun pan kichin dresa til manggo don.	'They do not cook any meals during the height of the mango season, you know. They wash their pots and turn them down on the kitchen dressers till the mangoes are finished'.

M - 2

T: It's because of envy that Amy threw out Sam's gold pen.

S: A grojful mek Iemi dash-we Sam guol pen.

T: Mi dis a go kech-op di faya, put aan mi dina.

S: I am just going to make the fire to start my dinner.

T: As soon as I reached the gate, the rain began to fall.

S: Az mi kech a giet so, rien taat faaldong.

T: Wan lik mi lik im, im kwik tel mi we im haid di moni.

S: I gave him such a hit, he quickly told me where he hid the money.

C - 1

Conversation.

C - 2

Read the Bennett poem: Bans o' Killing.

So yu a di man mi hier bout
A yu dem se da tek
Huol hiip a Ingglish uot se dat
Yu gwain kil dayalek!

Mek mi get i striet Maas Chaali
Faar mi no kwait andastan,
Yu gwain kil aal Ingglish dayalek
Aar jos Jumieka wan?

Ef yu da iikwal op wid Ingglish
Langgwij, den wa mek
Yu gwain go fiil infiiria, wen
I kom tu dayalek?

Ef yu kyaan sing "Linstid Maakit"
An "Waata kom a mi yai",
Yu wi hafi tap sing "Aal lang sain"
An "Komin truu di rai".

Da langgwij we yu proud a,
We yu ana an rispek,
Puo Maas Chaali! Yu no nuo se
Dat i spring fram dayalek!

Dat dem start fi trai ton langgwij
Fram di fuortiin sentri
Faiv ondred yier gaan an dem gat
Muor dayalek dan wi.

Yu wi hafi kil di Langkashaya
Di Yaakshaya, di Kakni
Di braad Skach an di Airish bruog
Bifuor yu staat kil mii!

Yu wi hafi get di Aksfod buk
A Ingglish vors, an tier
Out Chaasa, Bornz, Liedi Grizel
An plenti a Shiekspier.

Wen yu don kil "wit" an "yuma"
Wen yu kil "varayati"
Yu wi hafi fain a wie fi kil
Harijinaliti!

An main hou yu da riid dem Ingglish
Buk de pan yu shelf
Faar ef yu drap a "hiech" yu maita
Hafi kil yuself.

CYCLE 118

M - 1

Mi an Kieti tries aaf wan aneda gud-gud, yunuo. Notn neba hat mi muoran wen im kom tel mi se mi pikni a bafani. Mi dis aks im se a sens wen fi-im bangbeli wan fieba smadi.	'Katie and I cursed each other thoroughly, you know. I was particularly hurt when she said my child was retarded. I retorted by asking when her pot-bellied one began looking like a human being'.
Di pikni-dem tiif out aal a Kwiini ginep and niizberi. Yu waan si dem kyata fut wen dem hier im a kom.	'The children stole all of Queenie's guineps and naseberries (fruits). You should have seen them running in all directions when they heard her coming'.
No jangga an tiki-tiki dat iina di waata! Yu neba si jangga yet?	'Those are prawns and other tiny fish in the water. Have you never seen prawns before?'.

M - 2

T: I am no sweetheart of yours.

S: Mi no yu tetes (or bobo).

T: John is as big and clumsy as an elephant.

S: Jan big an bufu-bufu laka asunu (or elifant).

T: Da pikni de no raitid, yunuo! A wa du im?

S: That child is not in her right mind, you know! What's wrong with her.

T: Wa mek unu kip disya ruum so chaka-chaka?

S: Why do you keep this room so untidy?

T: A swiit mout him a tek kyari im truu laif.

S: It's his charming manner that is taking him through life.

C - 1

Conversation.

C - 2

Practice the first six stanzas of Bans o' Killing.

C - 3

Sing the song: "Waata Kom a Mi Yai".

CYCLE 119

M - 1

Di fos taim Jien go a nain-nait an hier dem a taak bout babin, di puo gyal neba nuo se a sang dem miin: him staat luk fi mashiin babin.	'The first time Jane went to a ninth night (wake) and heard about a bobbin, the poor girl had no idea they meant a song. She thought it was a machine bobbin'.
Mi dis a kech op mi brien si ef mi kyan memba som rigl fi tel a di met tinait.	'I am just putting my thoughts together, trying to remember some riddles to give at the affair tonight'.
Wi en a plie tii-taa-tuo a ruod afta skuul, an wen mi redi fi kom huom Chaalz gi mi laas-lik, an mi mek afta im, an den wi gwaan gi wan aneda laas lik tel nait kom dong pan wi, ma.	'We were playing tick-tack-toe in the road after school, and when I was ready to come home Charles gave me a "last lick", and I ran after him, and then we traded last licks till night crept up on us, mam'.

C - 1

Conversation.

C - 2

Practice the last four stanzas of Bans O' Killing, and then review the entire poem.

C - 3

Sing: "Waata Kom a Mi Yai".

CYCLE 120

M - 1

Di nait daak, sa, a suoso krikit an krichouk yu hier roun yu, an wen yu luk a onggl faya-flai an piini-waali yu kyan si.	'How dark the night is. You can hear only crickets and hooting owls about you, and there are only fireflies and fire-bugs to be seen'.
Di bush tii we Jien draa gi mi fi mi bad fiiling dis apariet mi huol nait. Mi neba sliip non taal.	'The bush-tea which Jane brewed fo me purged me all night. I didn't get a wink of sleep'.
Yu wel an nuo se mi tiit en a hat mi, an mi en gat gombwail. How mi en fi go?	'You know full well that I had a toothache and an abscess. How could I have gone?
Maas Zanda bok op Giebrel out a paascha we die, an gi im wan biis lik kraas im bak wid di sibl jak, im nieli fene.	'Mr. Alexander met Gabriel (unexpectedly) out in the pasture a few days ago, and gave him such a heavy blow with the supple-jack, he almost puked'.
Fram di taim yu a si bod, yu miin yu no nuo di difrans bitwiin blakbod and kling-kling yet?	'Do you mean that since you have been seeing birds you still don't know the difference between a blackbird and a cling-cling?'.

Kieful hou yu taak tu im, misis, faar az yu se "fe" im redi fi wash yu we wid ai-waata.	'Be careful what you say to her, my dear, for she weeps at the slightest provocation'.

C - 1

Conversation.

C - 2

Read the first seven stanzas of Bennett's "Country Bwoy".*

Me noh like Tung at all, at all!
Me no gwine gu back deh
De wan nomo week me spen' deh
Me meet crosses! eh! eh!

Wan day me walk dung King Street,
An me go eena wan Store
Me think dem call! "Enterprise"
But me is not soh sure.

Me tan-up tan-up 'bout de place
Look - look pon everything.
Tell me se wan 'oman queeze sinting
An' me hear de sinting ring.

---

* Note that the poem is given in Bennett's orthography.

Me se wan doa-way open, de
'Oman goh tru de door
Me ax wan man ah weh she gawn
An him sey up Five Prize Store.

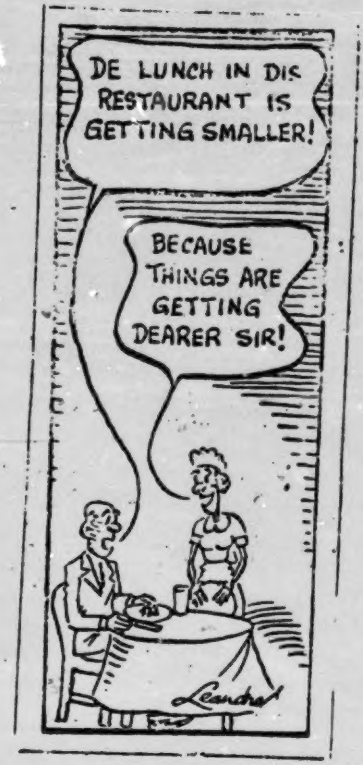
Me tink to meself "Ah doan know
Wey Five Prize deh, but tan!
If de sinting kea har deh, it can
Kea me a farrin lan'

Me memba hou we gawn a sea
From me was a lili bwoy,
Ah sey "Ah gwine goh look fe har"
An me heart full up wid joy.

Me put me han' pan de button,
De door open wid ease,
Me step een an sey to de man -
"Stap me at Cuba please".

C - 3

Sing Katty Walla Lof.


DE LUNCH IN DIS RESTAURANT IS GETTING SMALLER!
BECAUSE THINGS ARE GETTING DEARER SIR!

A: Di lonch ina disya restorant a get smaala an smaala.

B: Sieka tingz a get diera, sa!

CYCLE 121

M - 1

Dem pikni a skuul a laaf afta mi se a shampata nomo fi-mi pupa wier.	'The children at school are laughing at me saying that my father wears sandals (made of used tires) only'.
Az di wod drap out a mi mout so, im ron kwik taim go pik di sibl arinj bring kom.	'No sooner had I spoken the word than she quickly ran to pick the seville oranges for me'.
Du Mis Siera, paas di baaskit mek mi get likl a di kulu-kulu tu, no?	'Please, Miss Sarah, pass the basket, so that I can get some of the goodies too, won't you?'.
Yu beta no mek Grama kech yu a sok yu tiit afta im; im gi yu wan gud kongk ina yu hed, yu fene.	'You had better not let Grandma hear you deriding her by sucking air through your teeth; if she (then) hits you on the head with her knuckles, you will puke'.
Wat-a-wie di gimimibit an pichieri dem a mek naiz dis maanin! A wanda ef a tuokin, ef eniting a go hapn?	'How noisy are the "gi-me-mebits" and the "petcharies" (birds) this morning! I wonder if it is a token of anything unusual about to happen?'.

C - 1

Conversation.

C - 2

Repeat the first seven stanzas of Country Bwoy and then add the next four stanzas.

De man meck up him face dis lacka
Wen it set fe rain
Soh tun roung ax me ef me tink
Me eena aeroplane.

De ting start move, me feel like me
Drink 'bout twelve glass a beer,
Ah nevah know meself soh tell
De man sey "Come out here".

A stop eena wan pretty place
An neally drap a grung
Wen a se de strate hair ladies
Jus' walking up an' dung.

Wan pretty gal step up soh sey
"Wat can I do for you?"
Hear me: Dis is Cuba, I presoom,
Ah want see Cousin Lou'.

C - 3

Learn the proverb:

Yu kyaan tek papgon kil aligieta.

Lit. You can't use a popgun to kill alligator.

Meaning: One must make proper preparations for an enterprise.

CYCLE 122

M - 1

We yu neba put-aan di juuta bifuor yu go dong a di hag pen? Main yu pik op jiga fina yu fut yunuo.	'Why didn't you put on the old shoes before going down to the hogpen? Be careful lest you get chigoes in your feet, you know'.
Esta, go op a Kozn Hendri si ef im hab eni raip sowa sap. A waan mek a gud dringk fi go wid mi parat fish an rais tide.	'Esther, go up to Cousin Henry and see if he has any ripe sour sops. I want to make a good drink to go with my parrot fish and rice (dinner) today'.
Dem get wan helaba iitn mach op a di tuumin yaad, mek yu moutwaata ron.	'They are having such a big feast up at the home in celebration of the tombing, your saliva is bound to flow'.

C - 1

Conversation.

C - 2

Finish reading the poem "Country Bwoy" and then tell the entire story in your own words.

De gal bus outa laff an' sey
"You're dizzy from de ride
You're from de country? oh, poor t'ing,
Jus' step aroun' dis side".

She show me some step soh sey "Don't
Ride on de Liff no more",
Me go dung forty step, an' lan'
Same place back eena de store.

Me pass boot, hat an' claht, me go
Een an come outa door,
But all do tun me tun an' twis',
Me still een a de store.

Massa me get eena tempa,
Ah teck a oat an' sey -
Ah doan like Tung at all, at all,
An' a hooden gu back deh.

C - 3

Sing the song: Di Riba Ben Kom Doun.

CYCLE 123

M - 1

Misa Boti him a plie bad; swie se im a uobiaman an nuo hou fi kech shado aafa yu.	'Mr. Bertie is behaving like a man to be feared. He says he is an obeahman, and that he knows how to remove ghosts from you'.
No main, mi a kom luk fi yu likl muor. Mi dis a wiet tel mi kyah get som gud swiit sap fi kyari fi di pikni-dem.	'Don't worry, I am coming to see you soon. I am merely waiting till I can get some good sweet-sops to take for the children'.
Di foul-dem get iina di kisaada waata an di huola dem nieli ded. Mi hafi groun likl bisi gi dem kwik taim.	'The chickens got to drinking the cassava water, and they all nearly died. I quickly had to grind a little cola nut and give to them'.

C - 1

Conversation.

C - 2

Read the entire poem Country Bwoy, acting out the parts with your partner.

C - 3

A riddle:

Rigl mi dis, rigl mi dat
Ges mi dis rigl an paraps nat.

Op chim cheri, doun chim cheri
Huu kyan klaim chimcheri laik mii.
Answer: Smuok.

Rigl mi dis, rigl mi dat.
Ges mi dis rigl an paraps nat.

Mi faada hab a hous iina im yaad
An i uonli tan op pan wan pous
Answer: Umbrela.

Sing Cudelia Broun.

CYCLE 124

M - 1

Aanal pik op imself go a kontri laas wiik an neba wier no mariina. Him koch op wan bad kuol yusi.	'Arnold went off to the country last week without a warm undershirt, with the result that he caught a very bad cold'.
Nobadi naa wier dem-de bon-pan hat out ya no muor, aa, anles den kom fram farin.	'No one wears those top hats out here any more, sir, except people who came from abroad'.
Siril lef fram bifuo die gaan a bod fiidn groun fi shuut bod. A baalplict muosli him go aafta.	'Cyril left before daybreak to go hunting at the bird feeding-ground. He tries mostly for bald-pate doves'.
Mi sen di pikni-dem go luk salandain fi kliin di hous, an dem kombak wid cowich a krach dem aal uoba.	'I sent the children to fetch some celandine bush to clean the house. They returned itching all over from cowitch (nettle) stings'.
We yu no en shaapn di mashiet. Yu dis saaka saaka up di sintin.	'Why didn't you sharpen the machete. You have just hacked up the thing crudely'.
Di jak-fruut trii out a ruod-said a fi Tuoni. A de im niebl-tring plaant.	'The jackfruit tree by the roadside is Tony's. That's where his umbilical cord is buried'.

C - 1

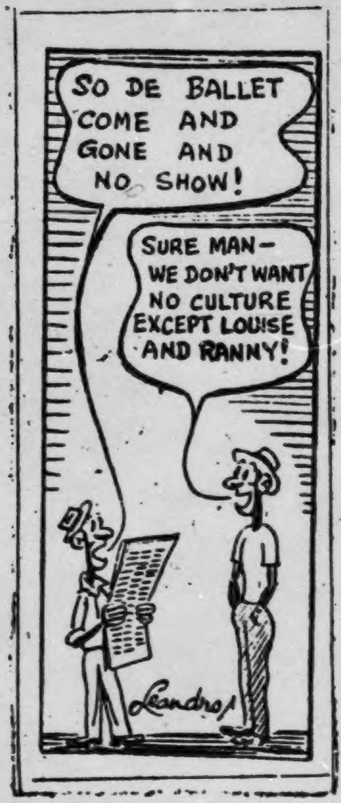
Conversation.

C - 2

Read "Anansi and Turtle and Pigeon" p. 23 in Anansi, The Spider Man, and try telling the story in Creole.

C-- 3

Sing the song: Chi Chi Bod.


SO DE BALLET COME AND GONE AND NO SHOW!
SURE MAN— WE DON'T WANT NO CULTURE EXCEPT LOUISE AND RANNY!
Leandro

A: So di balie kom an gaan an no shuo!

B: Shuor man - wi no waan no kolcho baar Luwiiz an Rani. *

* The reference is to Louise Bennett, who teams up with Ranny Williams in a number of comedy sketches featuring typical Jamaican peasants.

CYCLE 125

M - 1

Awe yu beks wid mi fa? Mi du yu notn?. Mi no trobl yu.	'Why are you angry with me? Have I done you anything. I have not molested you'.
Wen yu hier Maas Jaaj se di kou maaga, i bluu; faar wen i maaga im de se i fat.	'Whenever Mr. George admits that the cow is meagre (you can be sure) it is skinny, for when it is meagre he (usually) says it is fat'.
Supuoz yu en si mi wen mi fat. Mi no fat agen. Mi draa nou.	'Suppose you had seen me when I was fat. I am no longer fat. I have lost considerable weight'.
Jani, a yu en da tel mi se yu da suun ha wan baro pig gi sel?	'Johnny, was it you who told me that you'd soon have a barrow pig to sell?'.
A da beg unu help get wan kou fi mi, di wie tingz a go unu suun no ha no biif ataal Fraide die'.	'I beg you (all) to help me get a cow; as things now stand, you soon won't get any beef at all on Fridays'.
Fieba a kom yu waan kom saida mi, yu fain eskyuuz se yu a fiks di liedi hat.	'Apparently you merely want to come close to me. You use the fact that you are fixing the lady's hat only as an excuse'.

C - 1

Conversation.

C - 2

Review the poem: Country Bwoy.

C - 3

Learn the Song: Right Through The Rocky Road.

CYCLE 126

M - 1

A wa unu a gwaan wid iina da shap ya, duo, ef mi no kom ya an kos bad wod, mi kyaan get saab.	'What are you (all) doing in this shop, though? If I don't curse and swear when I come here, I can't get served'.
No bada kom nier mi wid dem niizberi de; mi no waant dem; dem ties tuu bad.	'Don't come near me with those naseberries; I don't want them; they are too bad tasting'.
Den Mis Mati, we di Misa Koni him de? A kompini mi a luk fi go doun a Batam Goli.	'Then, Miss Matty, where is Mr. Cunny? I am looking for somebody to accompany me down to Bottom Gully'.
Wat a hiip a bush yu de put iina di hous. Afta yu no gat no flowaz de!	'What large quantities of foliage you are putting in your house. You don't have any flowers there'.
No trai kom swiit mi op nou afta yu tel Siera lai pan mi. Mi an yu iina malis nou, yunuo.	'Don't try to placate me now that you have lied about me to Sarah. You and I are not on speaking terms, you know'.

C - 1

Conversation.

C - 2

(This story is from Jekyll's Jamaican Song and Story)

ANANSI AN IM FISHPAT

Breda Anansi aazwiez set im fishpat ɨina riba uoba a faalin fi kech jangga. Takuma him yuujual go nak i:. Wan die Anansi set wach ɨina wan riba kaana, an Takuma kom fi nak i,. im neba nuo se Breda Anansi haid de fi wach im.

As Takuma go uoba di fishpat so, Breda Anansi chok im doun, an Takuma kech ɨina di fishpat. Anansi go beg Breda Rabit se: 'Bya Yabit, mi fishpat kech wan big fish, kom help me nak i.. Mi wan kyaan manij i;. Bya Yabit'.

Bra Anansi and Bra Rabit go a di riba. Anansi se: "Bra Yabit, mi fiil mi beli a hat mi dis maanin; mi no iebl fi put mi fut ɨina di kuol waata; si if yu wan kyan manij fi tek out di fishpat'.

Breda Rabit go tek i out tel him nieli mek shuor wid di fish pat. Anansi se: 'Beri wel, yu kil Breda Takuma, Beri wel, yu kil Breda Takuma.

Den Breda Rabit komens fi krai nou, an di fretnieshan ɨina Rabit, him se him kil smadi and him nuo dem gwain heng him, an neks die Rabit ded.

Den di kies neba trai again.

JAK MANDUORA MI NO CHUUZ NON.